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ABSTRACT

This report describes a series of curricular modifications made in an effort to increase students' ability to self-assess and set goals. The targeted population consisted of grade school students in kindergarten and grades one and five in one parochial and one public school in northern Illinois with populations of 288 and 367 students, respectively. Problems with self-evaluation and goal setting were documented through parent, teacher, and student surveys. Reviews of curricular content and instructional methods revealed an absence of possible alternative strategies and an overemphasis on teacher-dependent assessment of students. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem settings, resulted in the selection of three major interventions: the modification of the instructional methods used in the present curricula; the development of a portfolio system of assessment; and the implementation of reflective logs and response journals. The three intervention strategies were successful in improving student self-evaluation and goal setting. Improvement seemed more marked in the fifth-grade students, but researchers felt that early primary students benefited as well. (Contains 42 appendixes of supporting detail and samples of forms, 12 figures, and 35 references.) (Author/SLD)

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ED 393 885

IMPROVING STUDENT SELF-EVALUATION

THROUGH AUTHENTIC ASSESSMENT

by

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Abstract

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SITE: Rockford III
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TITLE: Improving Student Self-Evaluation Through Authentic Assessment

ABSTRACT: This report describes a series of curricular modifications which were incorporated in an effort to increase students' ability to self-assess and set goals. The targeted population consisted of grade school students in parochial and public settings in a small but growing, lower-middle class community located in northern Illinois. Problems with self-evaluation and goal setting were documented through parent, teacher, and student surveys.

Probable cause data confirmed the limitations of the present curricular assessment tools and added corroborating evidence of students' lack of ability to self-assess and set goals. Teacher surveys also indicated that professional preparation did not adequately present the training needed to teach these skills. Reviews of curricular content and instructional methods revealed an absence of possible alternative strategies and an overemphasis on teacher-dependent assessment of students.

Solution strategies suggested by knowledgeable others, combined with an analysis of the problem settings, resulted in the selection of three major interventions: the modification of the instructional methods used in the present curricula; the development of a portfolio system of assessment; and the implementation of reflective logs and response journals.

The researchers concluded that the three intervention strategies were successful in improving student self-evaluation and goal setting. Improvement seemed more marked in the fifth grade students, but researchers felt the early primary students benefitted as well.

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Chapter 1

Statement of Problem and Description of Context

General Statement of Problem

The students at the two targeted elementary schools in grades kindergarten, first, and fifth are unable to assess their own growth and set goals for learning using present methods of assessment, as evidenced by teacher observation and parent and student interviews and surveys.

Immediate Problem Setting (School A)

There are a total of 367 elementary students currently enrolled in targeted school A. This school is one of six elementary school facilities in the community that serves students from kindergarten through sixth grade. It is a neighborhood school which serves only students within the

city limits. The vast majority of students live within walking distance of the school; however, due to overcrowding, six students are currently being bused to other schools within the community.

The student population is ethnically and racially mixed. The population consists of 81.7 percent White students, 17.7 percent Hispanic, and one tenth percent Black students. Students who are eligible to receive free or reduced-priced lunches represent 27 percent of the total student population.

Targeted school A has an attendance rate of 95.8 percent with chronic truancy of eight tenths percent. Chronic truants are students who are absent from school without valid cause for 10 percent or more of the last 180 school days. Student mobility rates indicate the portion of students entering or leaving the school during the school year. The student mobility rate for targeted school A, as stated in the 1993 School Report Card, is 38.4 percent. This school has the highest mobility rate of any of the six elementary schools in the school district.

The building is a three-story facility that is located on approximately one acre of land. It is not handicapped accessible. The library, which is located in the basement, was completely renovated with new carpeting, paint, and shelving. There is one gymnasium that is also used as a cafeteria. There are a total of 14 regular classrooms, one music/band room,
and three small rooms which accommodate Chapter I reading, the learning disabilities resource room, and gifted education. The building has a maximum capacity of 415 students with current enrollment at 367. The school has two classrooms for each grade level in grades two through six; and because of overcrowding, an additional second grade classroom was added for a total of three. Two sessions of half-day kindergarten are offered.

Targeted school A offers a curriculum in which the students are heterogeneously grouped in English, reading, social studies, math, and science. Students in grades one through six attend physical education classes daily and receive

music instruction twice a week. Grades three through six receive art education once a week. There are a variety of special education programs for children with special needs. These programs consist of learning disability resource program, speech therapy, Chapter I reading, Transitional Program of Instruction (TPI) for students who speak English as a second language, and gifted education.

The learning disability resource program services four and six tenths percent of the student population, while speech therapy is received by three and three tenths percent. Eligibility for these services is determined through a referral process that leads to a professional assessment by one of the district's two psychologists and/or six speech therapists. Testing results are reviewed by a multidisciplinary team that determines eligibility. This is documented in the student's individualized education plan.

Eligibility for Chapter I reading, gifted education, and TPI is determined by individualized testing provided by the instructors of these programs. Chapter I reading services 11.7

percent of the total population, gifted education one and nine tenths percent, and TPI seven and four tenths percent.

Targeted school A is administered by one principal with a support staff of one secretary, two part-time nurses, one librarian, and two part-time library clerks. There are 14 classroom teachers and six specialized teachers. The teaching staff is 100 percent White. The average number of years of teaching experience is 15. Thirty percent of the teachers have completed their education at the bachelor's degree level and 50 percent have education levels of master's degree and above. Twenty percent of the teachers are enrolled in master's programs. There are 17 females and three males on staff. The teacher-pupil ratio is 26.2 to 1 (S. Lennon, personal interview, September 22, 1994).

Targeted school A is part of a community district which includes a city with a population of 15,000 and several surrounding communities. The district encompasses 160 square miles and serves an estimated population of 31,000. The current enrollment is 4,882 students in kindergarten through twelfth grade.

The district is administered by an appointed superintendent of schools, an assistant superintendent of business, and an assistant superintendent of curriculum. The central office staff includes: one supervisor of building and grounds, one supervisor of food services, one computer operator, one director of media processing, one receptionist, and seven secretarial and clerical staff.

The Board of Education is comprised of seven members elected to four-year terms of office by the people of the school district. The board serves without compensation. Under the policies of the Board of Education, the district operates six elementary schools, one junior high school, one special education facility, and one high school.

Immediate Problem Setting (School B)

There are a total of 288 elementary students enrolled in targeted school B. This school is one of three parochial school facilities in the community, that serves students from pre-kindergarten through eighth grade. This school primarily serves church members, but also includes tuition students

from this area. Students are transported to and from school using public school district buses, a private school bus, and private transportation.

The student population consists of: 98.3 percent white, seven tenths percent Asian, seven tenths percent Hispanic, and three tenths percent Black. The students who are eligible to receive free or reduced price lunches represent four and two tenths percent of the total student population.

Targeted school B has an attendance rate 96.1 percent with chronic truancy of three percent. Student mobility rates indicate the portion of students entering or leaving the school during the school year. The student mobility rate for Targeted school B for the 1992-1993 school year is six and seven tenths percent. From the end of the 1992-1993 school year to the beginning of the 1993-1994 school year, the school experienced a growth in enrollment of 23 percent.

The building is a single-story brick facility located on approximately 13 acres of land. It is handicapped accessible. There are 11 regular classrooms, including, two split grades. There is a gym which doubles as a cafeteria, one

music/band room, and a large learning center/computer lab. There is no on-site special education facility. The building has a maximum capacity of 337 students with current enrollment at 288. The school has one classroom for each grade, a split first and second grade, and a split second and third grade. There are four pre-kindergarten sessions, two morning and two afternoon. There are two half-day kindergarten sessions.

Targeted school B offers a curriculum in which the students are heterogeneously grouped in all subject areas, including religion. Students in grades kindergarten through eight attend physical education classes twice weekly. Grades kindergarten through four attend music classes three times a week, and grades five through eight attend music classes four times a week. All students in grades one through eight have a scheduled library period and a computer lab session once a week. All students attend a short chapel service once a week. This assembling of students is also used for student recognition and school communication. Presently, this school administers the Iowa Test of Basic Skills in the third, sixth, and eighth grades.

Special education services are not provided on-site at this facility, but students who qualify are serviced at the public school facility where they would normally attend. Presently, parents provide transportation to and from these sites.

The church's Board of Christian Day School is responsible for setting policy and final decision-making for this school. The Board consists of seven church-elected members with one serving as chairperson. The school is administered by one principal with a support staff of one secretary. Other support staff includes two part-time custodians, one part-time food service employee, and one part-time bus driver. There are 11 classroom teachers and one music director. Grades five through eight are partially departmentalized, with the principal teaching one math class, the sixth grade teacher instructing physical education classes, and the music director teaching one academic subject. The other classroom teachers teach at least one subject in another grade. Through this process, the eighth grade teacher is able to provide library sessions for each grade. The teaching staff is 100 percent White. The average number of years of teaching experience is 17.4 years. All of the teachers have completed their

education at the bachelor's degree level. Forty-two percent of the teaching staff have education levels of Master's degree, and 25 percent are presently enrolled in Master's programs. There are eight females and four males on the teaching staff. The teacher-pupil ratio is 26.2 to 1 (P. Baker, personal interview, September 22, 1994).

Description of Surrounding Community

The population of this rural community has increased five percent from 1980 to April 1990. From April 1990 to December 1992, the population increased an additional six percent. At the present rate of growth, it is estimated that the population will increase 20 percent by the year 2000 for a total population of 19,103. The population today is 16,993.

The county population growth will increase at a greater rate than the city. A ten percent increase was experienced between 1980 and April 1990. From April 1990 to December 1992, the county experienced an additional 15 percent increase. The city and county combined will yield a projected population increase of 14 percent by the year 2010, for a total population 39,772. The population today is 34,051. Table 1

presents census data on population growth and future projections (W. Luhrman, personal interview, October 3, 1994).

Table 1

CITY AND COUNTY POPULATION

Table 1

CITY AND COUNTY POPULATION

	Population			Estimates		
	1970	1980	1990	2000	2010	2020
City	14061	15176	15958			
County	11379	13454	14848			
Total	25440	28630	30806	34979	39772	43805

The change in population size is attributable to two factors: natural increase and migration. In the last decade, the county has had a net increase in both. Migration is a unique phenomenon in this community. Only a little over half of the 1990 population in the county did not move at some time between 1985 and 1990. Over 6,000 residents

changed their place of residence to another location within the county, and almost as many came from other areas of the United States into this county. A recent study by the Center for Governmental Studies at Northern Illinois University (1991) has suggested that more than half of these people migrated from Chicago and its suburbs. People coming to this county from out of state tended to have prior residence in the Midwest and South. Table 2 presents local data on migration flow in this county.

Table 2

MIGRATON BETWEEN 1985 AND 1990
(Population over five years of age)

Table 2

MIGRATION BETWEEN 1985 AND 1990
(Population over five years of age)

Did not move	16,689
Moved within county	6,111
Moved from other IL county	3,755
Moved from other states	1,835
Total in-migrants	5,590
Estimated out-migrants	4,387
Net Migration Rate	4%

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Since 1988, the residential construction activity has increased 450 percent within the city and 123 percent in the county. In 1992, the city showed a 58 percent increase in housing starts over 1990. The county showed a 48 percent increase in housing starts during the same period. Since 1988 the county approved 34 residential subdivisions totaling 675 lots. A graph from the Growth Dimensions (1993) further illustrates this trend.

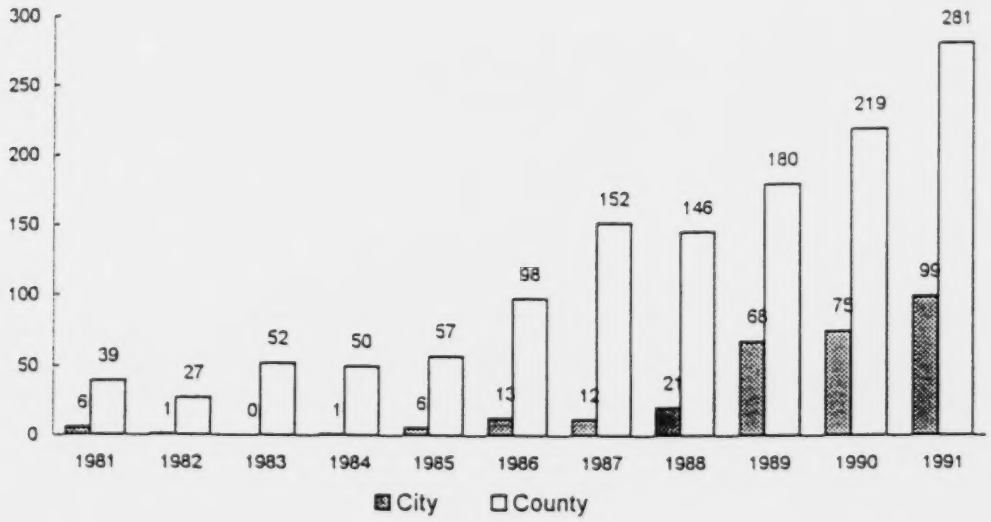

Figure 1

RESIDENTIAL BUILDING PERMITS

The county has shown a wide range of educational levels. Educational characteristics of the adult population revealed that 25 percent of the population has not completed high school. Forty percent of the population has completed 12 years of education. Eighteen percent of the adults in the county have completed a bachelor or professional degree.

Employment in the county is primarily in the manufacturing sector. Manufacturing jobs represent 59 percent of total employment of 10,484 jobs in the county. The next largest field of employment is retail trade that accounts for 16 percent of total jobs. This is followed closely by service jobs that represent 13 percent of the total work force of the county. Unemployment has decreased from eight and seven tenths percent in 1985 to seven and four tenths percent in 1992. This represents a one and three tenths percent decrease in the unemployment rate.

The community status is reflected by family and per capita income. The 1990 median family income is $38,586 and per capita income is $14,355. Forty-nine percent of the county employees work within the county. In addition, county

businesses draw approximately 30 percent of their skilled work force from an adjoining county.

The racial composition of the county is heterogeneous. It is 88.6 percent White, six and four tenths percent Hispanic, six tenths percent Black, and five percent other. There has been only a slight change in the overall racial composition of this county since 1980. Persons of Hispanic origin have increased from four to seven percent of the total population and now number 2,065.

State and National Context of Problem

Linn and Dunbar (1990) state that test results have long been used to judge educational achievement in the United States. "The number of tests given in our nation's schools has increased steadily over the last twenty years" (Burke, 1992, p. 9). There are no exact figures on the number of standardized tests given to students in schools, since there are so many different types, purposes, and sources of the tests. "However, by piecing together indirect evidence from a variety of sources, we have estimated that the volume of testing in the schools has been increasing by between 10 percent and 20

percent annually over the last 40 years" (Haney & Madaus, 1989, p. 684).

Members of the Education Commission of the States conducted 650 hours of interviews and observations with administrators and teachers and found that "almost everyone (they) talked to is determining educational success or progress on the basis of scores on commerical standardized norm-referenced tests" (Brown, 1989, p. 113). Use of standardized test scores can lead to superintendents being fired for low scores and teachers receiving merit pay for high scores. At the community level real estate agents use test scores as selling points for prospective buyers, and newspapers rank schools and districts by their test scores (Shepard, 1989). Yet controversy exists surrounding standardized tests and their impact on students. Some challenge that standardized tests do not measure learner outcomes, assess growth and development, or reflect what students are or are not able to accomplish (Burke, 1993).

The State of Illinois presently requires the administration of Illinois Goal Assessment Program (IGAP) tests to show growth and as a source of data for the State School Report

cards. The State of Illinois also mandates that each school will come up with a School Improvement Plan. This plan will be assessed by the state inspectors to determine compliance with the state goals. Some of the state goals include writing outcome-based objectives for all subject areas and listing at least two forms of alternative assessments for each targeted skill or outcome. Much confusion about these matters is hampering local efforts to comply.

In addition to standardized test scores, individual student grades are another widely accepted form of assessment. Kay Burke (1993) states that grades are, unfortunately, an integral part of the American educational system. As early as kindergarten, students receive grades that they might not even understand. Burke goes on to state that ". . . traditional As, Bs, Cs, Ds, and Fs still dominate as the 'weapon of choice' in most schools. With the stroke of a pen or the 'bubble' of a scantron computer sheet, a teacher can pass judgment on a student" (Burke, 1993, p. xii). Finally, Burke (1993) states the final or summative grades in any course are probably the most difficult to assign because despite a student's rate of

learning, ability level, special needs, or learning styles, he or she still has to be judged. Grades assume student achievement, but Tyler states that "typically students will have forgotten 50 percent of the information they acquire within a year after completing a course, and 75 percent within two years after completing a course" (Tyler, 1949, p. 73).

Much emphasis is placed on the final evaluation of every student. Grades can affect the self-confidence, self-esteem, motivation, and future of a student (Burke, 1993). "For every student who 'wins' with an A, there is one who 'loses' with a B, C, or F . . . Top scorers are motivated by their great grades to do better; poor grades in a competitive system only encourage the bottom scorers to languish or leave" (Bellanca, 1992, p. 299). Burke (1993) cites Combs's research that,

> people derive their self-concept from the feedback they receive from the people who surround them while they are growing up. Teachers provide much of that feedback via written and oral communication and, of course, grades. Poor grades, especially as

> early as kindergarten and first grade, can have a negative impact on a student. Moreover, classification in a "lower track" exacerbates the student's poor self-concept because now not only the teacher and student recognize the problem but everybody - counselors, parents, students, teachers, and administrators - know the student has a "problem" (Combs, 1976, p. 7).

At a very early age, students learn to cope with the system, and by the time they get to high school, Glasser says as many as 50 percent of secondary students have become what he calls "unsatisfied students." The "unsatisfied" student makes no consistent effort to learn (Glasser, 1986). "According to the U. S. Department of Education, ten states have high school dropout rates over 30 percent" (Hodgkinson, 1991, p. 10). "Statistics suggest that in the United States one student drops out of school every eight seconds of the school day. . . . Apparently, many students choose either to 'act out' or 'drop out' rather than endure the monotonous drill-and-skill cycle" (Burke, 1993, p. xiii).

Traditional methods of assessment negatively impact the targeted problem areas of student self-evaluation and goal setting. Research indicates that students have a general lack of understanding about their own capabilities (Owings & Follo, 1992). Students depend on teachers telling them if their work is "good" or not, especially on tasks that involve complex thinking, problem solving, application of knowledge, etc. Without collaboration and training, they lack the ability to reflect upon their work and set goals for improvement (Costa & Kallick, 1992). This lack of ability can affect students choice of activities, the amount of effort expended, the level of persistence on a task, and eventual task accomplishments (Schunk & Hanson, 1984).

To present the assessment issue fairly, more recent developments in education must also be recognized. "Attention is shifting from the tremendous emphasis we place on norm-referenced tests to alternative forms of assessments that provide more opportunities for students to demonstrate what they can do rather than recall what they know" (Burke, 1992, p. 83). In her most recent book, Burke (1993) states,

Many districts have eliminated traditional letter grades at the primary level and some others have eliminated them through eighth grade. The new report cards narrate how students have achieved thoughtful outcomes, as well as set new goals for students to grow without damaging their self-esteem. Across the country, the traditional report card is being replaced by assessment of portfolios, student-led conferences, anecdotal reports, narrative summaries, continuum of progress reports, student self-assessment, observation checklists, and other performance-based and more qualitative ways to assess student growth and development (Burke, 1993, p. 141).

CHAPTER 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

In an attempt to document students' inability to self-assess and set goals in the targeted grade schools, three different surveys were given. Samples of these surveys can be found in Appendices A, B, and C. The surveys were administered to the two school faculties, to the students involved in the study, and to the parents of the targeted students.

Questions were asked to try to ascertain whether students in the targeted classrooms are currently able to assess their own growth using present forms of assessment. When teachers were asked to respond to the statement, "My students can accurately predict how well they performed on a given assignment." Four percent responded, "Not at all"; 65 percent responded, "Somewhat"; and 31 percent responded,

"Frequently". It is apparent that the majority of teachers believe that the students have a limited ability to self-assess.

When parents were asked how well their children could accurately predict the results of their performance on a test, project, or activity, results were similar to teacher responses. The majority (61 percent) felt that their children's ability to assess their own work left room for improvement, while 13 percent believed that their children were poor at assessing their own work. A graph of the survey results for these two questions is presented in Figure 2.

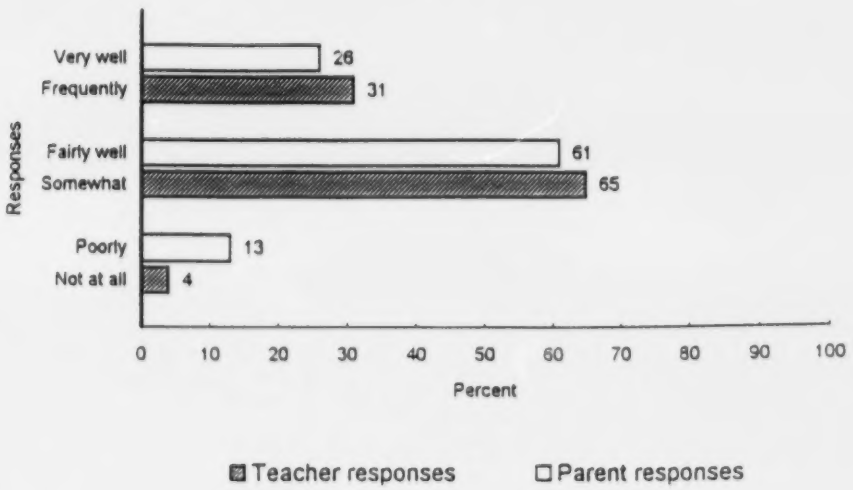

Figure 2

TEACHER AND PARENT PERCEPTION OF STUDENTS' ABILITY TO SELF-ASSESS

Survey results indicated that a majority (65 percent) of teachers in the targeted schools felt that their students are able to identify their own strengths and weaknesses; however, over one-third (35 percent) believe that their students lack this ability. Based on the researchers' experience, even when the students recognize their own strengths and weaknesses, they do not feel empowered to bring about change.

Students were surveyed to determine their personal criteria for judging the quality of their work. When asked what was most important in their minds, when working on an assignment, 43 percent responded, "Doing my best work"; 20 percent responded, "Getting it done"; another 20 percent answered, "Neatness"; and 17 percent were most concerned about, "Doing it right". Figure 3 presents these results in graph form.

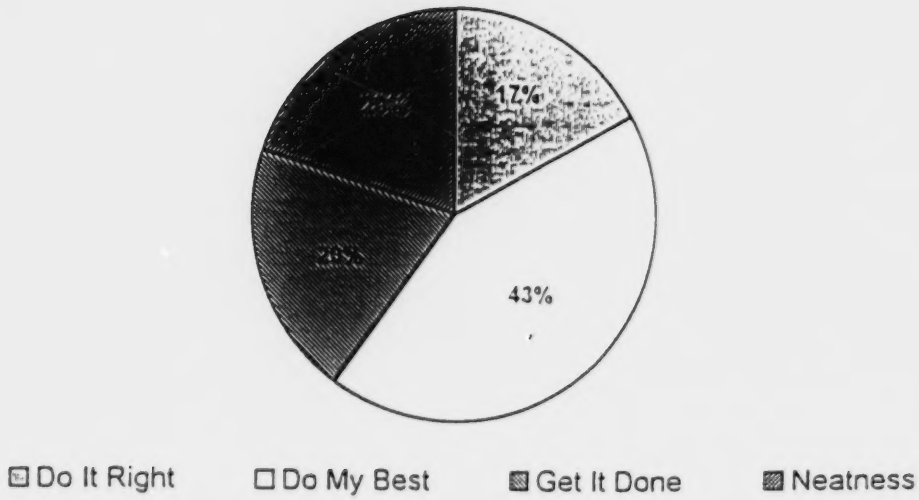

Figure 3

STUDENT CRITERIA FOR QUALITY WORK

These results indicate that nearly half of the students are most concerned about doing their best work. However, when teachers were asked if their students take time to evalute their work upon completion, slighty more than half of the teachers gave the response, "Seldom"; 44 percent responded, "Sometimes"; and four percent responded, "Not at all". This indicates that although students attempt to do their best work, they may lack the skills necessary to

critically assess their work upon completion. Also, students may lack clear understanding of what is expected of them.

Evidence was gathered through questionnaires to investigate the use of goal setting in the targeted schools. When teachers were polled to see if they ever asked students to set goals for themselves, an overwhelming majority (89 percent) responded that they did. These findings were unexpected, since the researchers did not believe that the use of goal setting was so widespread in the targeted schools. However, it is the researchers' contention that the phrasing of the question as to whether they had "ever" asked students to set goals led the teachers to answer affirmatively. Past experience and observation have indicated that teachers in the targeted schools seldom use a systematic process for setting goals. Although goals may be discussed in the course of instruction, few of the teachers have developed forms or any type of recording system to keep track of students' personal or academic goals, and seldom are the discussions followed up at a later date to see if students have reached their goals.

When students were asked if they ever set goals for themselves, 84 percent responded that they did. It was found that older students responded, "Yes", much more frequently than the primary students. It may be that the use of goal setting is more prevalent by teachers and students in the intermediate grades. Again, there was no evidence that students actually recorded their goals or monitored their progress in an attempt to reach their goals. Another consideration is whether the goals are realistic and reasonable. Data on students' use of goal setting follows in Figure 4.

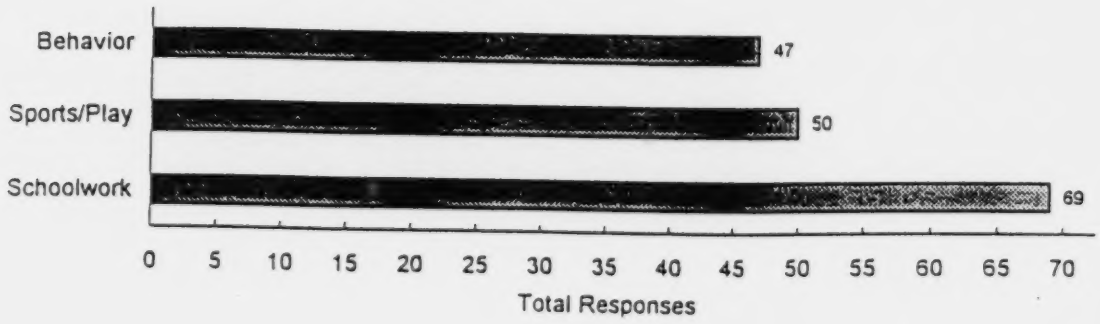

Figure 4

STUDENT'S PERCEPTION OF THEIR OWN GOAL SETTING

Probable Causes

Attempts were made in the targeted schools to identify the probable causes for students' poor ability to self-assess. Survey results revealed several possible reasons.

Present curricular materials generally do not provide for self-assessment. When teachers were asked, "How well do you feel students can measure their own growth using present forms of assessment," none of the teachers answered, "Very well"; 69 percent responded, "Some of the time"; and 31 percent responded, "Poorly". These responses indicate that teachers are not entirely satisfied with the current methods used for documenting the personal growth of students. Further evidence was gathered by asking teachers to respond to the statement, "Textbooks and tests in current use provide suggestions or materials for student self-assessment." The majority (65 percent) responded, "No," revealing again the lack of available and appropriate teaching tools for student instruction in self-assessment. Responses are depicted in Figure 5.

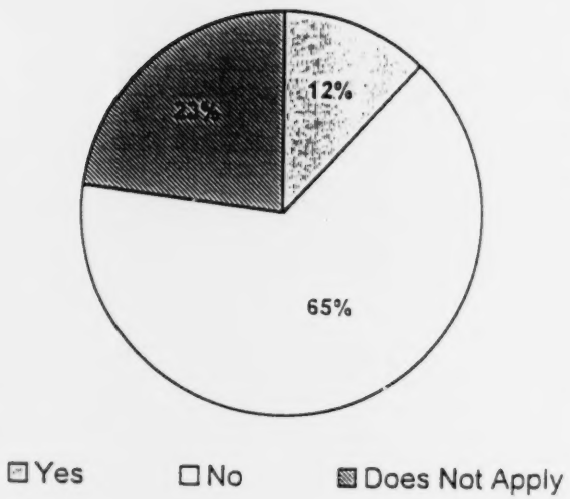

Figure 5

TEACHERS' OPINION OF THE AMOUNT OF SELF-ASSESSMENT IN THE CURRENT CURRICULUM

Not only did the research find that the curriculum omitted self-assessment tools, but data collected from the students suggested that teachers failed to ask students to self-assess, especially in the primary grades. Students were questioned, "Have you ever been asked to decide how well you have done on an assignment before it was graded by the

teacher?" Approximately half of all students responded that they had not been asked. Nearly two-thirds of the primary students indicated that they had not been asked to self-assess, while just over one-third of the fifth graders gave the same response. Based on these survey results, it appears that primary students do not have as much experience in the area of self-asssessment. Figure 6 illustrates these comparative results.

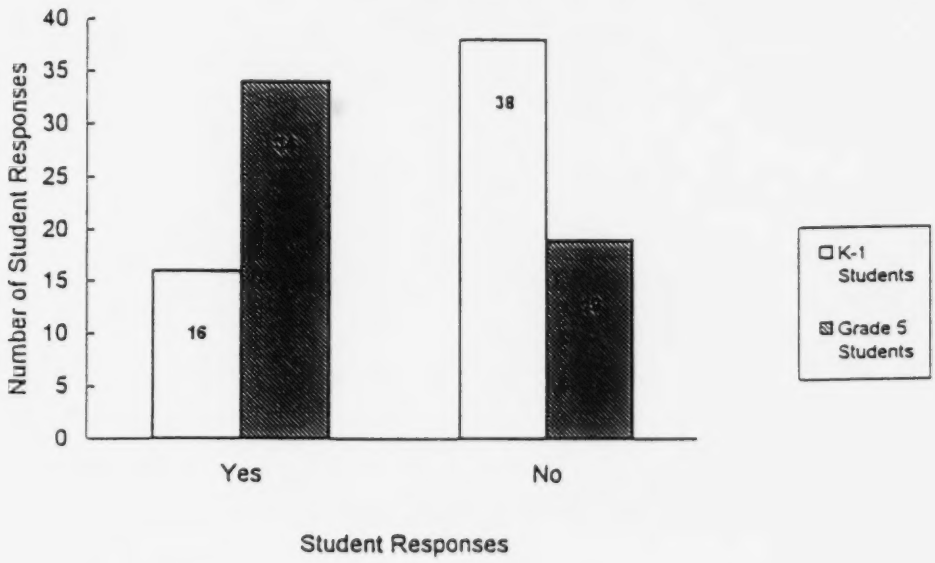

Figure 6

STUDENTS' PERCEPTION OF SELF-ASSESSMENT OPPORTUNITIES

Another probable cause found in the targeted schools was the lack of teacher training in the instruction of student self-assessment. When teachers were asked if they had received any training in the use and practice of student self-assessment, over one half responded, "Yes". However, when asked to explain, many responded that training consisted of a one-day workshop or recent coursework completed in the pursuit of advanced degrees. It appears that only recently in teachers' training has an emphasis been placed on the importance of student self-assessment. This means training has not been widely available for all teachers, and yet when polled to gather personal opinions, a large majority of teachers responded that they believe student self-assessment is very valuable. The discrepency between teacher training in student self-assessment and teachers' perceived value of student self-assessment is documented in Figure 7.

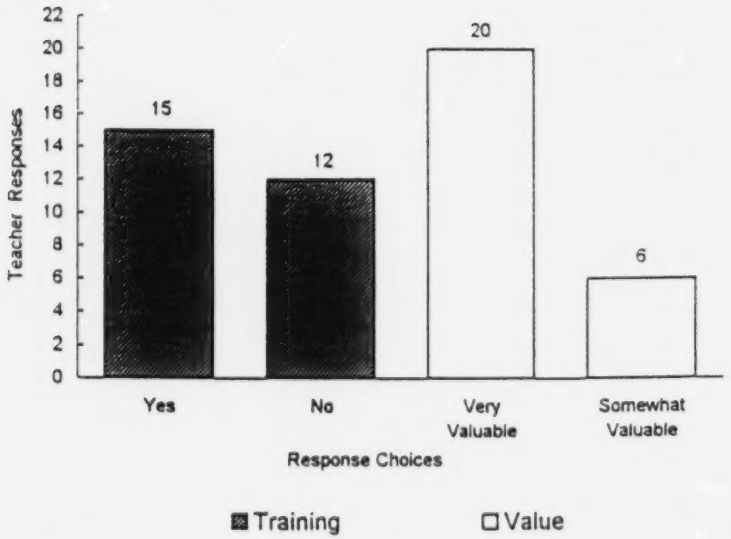

Figure 7

TEACHERS' PERCEIVED VALUE OF AND TRAINING IN SELF-ASSESSMENT

Finally, when students were asked who should decide how well they had performed on a project or assignment, nearly one half (47 percent) felt it was strictly the teacher's decision. The majority of the remaining students (38 percent)

felt it was the responsibility of both the teacher and the student, and 15 percent felt it was primarily the students' responsibility to decide on the quality of their work. Clearly, students do not see evaluation as their job.

Probable cause data from the literature indicated the need to re-evaluate the current testing procedures. Evaluation of on-site curricular materials revealed a dependence on published tests and teacher-created tests with a multiple-choice format predominating. Neill (1991) states that multiple-choice and short-answer tests are not very useful to teachers or policymakers because the test results do not help the teacher in deciding what to do next. He goes on to say that the only value of multiple-choice tests is to sort students. Multiple-choice and short-answer tests do not adequately assess problem solving or the students' ability to be creative and show what they have learned. These tests do not allow for more than one correct answer and do not ask students to produce knowledge, but merely to recognize correct answers. "Because multiple-choice/short answer testing cannot directly assess higher order capabilities, a test

comprised of such items will not inform us as to the problem solving and knowledge-creating capabilities of our students" (Neill, 1991, p.3). Tierney (1991) found in his research that teachers were dissatisfied with current testing procedures. Teacher interviews revealed the beliefs that test items did not reflect what they taught in their classrooms and did not represent the kinds of work the students really did on a regular basis. "Anyone who works closely with children is amazed how, on a daily basis, they demonstrate intelligences not related to traditional assessment" (Saylor & Overton, 1993, p.3).

A review of current grading practices at the targeted elementary schools revealed the use of a standardized grading scale based on percentages and traditional report cards. Research has shown that children have little understanding of the reasoning behind letter grades on report cards. Students were inclined to believe that grades were merely given to them by the teacher (Lamme & Hysmith, 1991). Owings (1992), citing an Evans & Engelberg (1988) study of students in grades four to eleven, found that younger and lower achieving

students had a poor understanding of grading concepts. Students tended to attribute grades to external and uncontrollable factors, such as luck rather then their own effort. As students increased in age, they became more dissatisfied and cynical concerning grading practices. The current grading process has been found to make students more passive learners and less responsible for their own actions and work (Lamme & Hysmith, 1991). Routman (1991) critiqued traditional grading as a narrow measuring system that promoted competition and discouraged cooperation. He also found it to be ineffective in describing students' abilities. In addition, traditional grading practices usually required by school districts did not lend themselves to reflection and goal setting (Owings & Follo, 1992).

Review of evaluation practices at the targeted schools indicated a lack of assessment methods that allow for self-reflection and goal setting. Current assessment does not allow students to participate in the assessment process. Students are not asked to self-assess, and the assessment process is detached from the learning process (Tierney, 1991). Owings and Follo (1992) state that students, who have not been taught

to analyze their work and have not been shown ways to improve upon it, may become passive learners, who apathetically accept their grades. "Assessment practices should involve the students. If we want students to develop into independent thinkers and successful performers, they must have the skills, knowledge, and confidence to evaluate their own processes and products" (Tierney, 1991, p. 35). Tierney (1991) goes on to say that self-assessment assists students in taking responsibility for their own work and their individual learning, and helps students to work toward the goal of becoming lifelong learners.

CHAPTER 3

THE SOLUTION STRATEGY

Review of the Literature

Analysis of probable cause data suggested students' inability to assess their own growth and set goals for learning could be attributed to a number of factors. The use of current assessment tools has not allowed for self-assessment. Therefore, students are lacking experience in self-evaluation and are reluctant to take responsibility for their own achievement. The literature search for solution strategies found that alternative assessment techniques increased students' ability to accurately evaluate their own academic performance. It further suggested that goal setting increased students' motivation and performance levels.

Nationally, a new emphasis has been placed on authentic assessment that attempts to assess students' ability to solve problems in the context of real-life situations. Costa (1989) points out that we must avoid the temptation to use

"product-oriented assessment techniques to measure process-oriented education" (p. 2). Costa goes on to suggest that we expand the use of teacher observations, portfolios, long-term projects, logs and journals, student interviews, videotapes of student performance, and writing samples. These forms of assessment would provide evidence of student performance, application and transfer of knowledge, as well as student persistence and creativity.

As a result of new instructional emphases upon whole language, problem solving in mathematics, thematic science, and cooperative learning, literature suggests that multiple-choice tests alone are no longer adequate measures of students' abilities. Use of alternative assessment methods, across the curricula, is gaining acceptance throughout the nation. Teachers are using new assessment methods such as notebooks, folders, journals, lab reports, and portfolios for students' evaluation. These new assessment methods give teachers a clearer view of the students' overall capabilities (Hamm & Adams, 1991). Burke (1993) states that these new assessment methods can be compared to a videotape, giving the evaluator a complete and multi-dimensional view of a student, as compared to a standardized test's "snapshot" of a

student's performance at one particular time. With a number of states mandating multiple forms of evaluation, these new assessment techniques assist teachers in complying with these requirements.

Portfolios have been in use as a method of evaluation for artists and photographers for many years. Recently, the idea has been transferred to the field of education. Classroom portfolios are a collection of examples of students' reading, thinking, and writing processes gathered over a period of time. "But the portfolio is far more that just a holder or even a set of papers. It becomes a developing repository of the student's thought, ideas, and language-related growth and accomplishment" (Farr, 1994, p. 54). Furthermore, in a study done by Hearne and Schuman (1992) on the effects of the use of portfolios in the classroom, results indicated that portfolios can reflect academic abilities at least as well as standardized tests and traditional forms of assessments.

The literature verifies multiple advantages of portfolio assessment in the classroom. One major advantage is that the teacher has actual documentation of the growth and change in students' abilities over time (DeFina, 1992). Another

advantage of portfolios is the emphasis on student self-reflection. Students are taught how to assess their own work and are given responsibility for selecting what is placed in their portfolios. Students are often asked to complete introspective narratives to accompany these pieces. Through the use of portfolios, students begin to take responsibility for their own learning, to develop the ability to be self-critical, and to gain confidence in their own judgments (McRobbie, 1992; Tierney, 1991). Freed (1993) states that after students learn to identify characteristics of quality work these children begin to recognize their own needs and to set individual goals for personal growth. Portfolios also encourage ownership, pride, and high self-esteem (Frazier & Paulsen, 1992).

A central aim of education and a prerequisite for worthwhile work is the students' ability to assess themselves (McRobbie, 1991).

> We must constantly remind ourselves that the ultimate purpose of evaluation is to have students become self-evaluating. If students graduate from our schools still dependent upon others to tell them when they are adequate, good, or

> excellent, then we've missed the whole point of what education is about (Costa & Kallick, 1992, p. 280).

In his compelling arguments for the use of portfolio assessment, Farr (1994) agrees that the primary goal of portfolios is to develop habits of self-assessment. When students are encouraged to engage in self and peer evaluation, students are empowered to take control of their own learning. By determining their own criteria for assessment, they can make reasonable decisions about the quality of their own work. When students are engaged in self-assessment, they face the realization that they are ultimately responsible for their own learning (Tierney, 1991). Farr expands on the correlation between self-assessment and growth when he states, "Only when a learner becomes a self-assessor is there real chance for improvement" (Farr, 1994, p. 49). Miller, etal. (1988) cites previous studies on students' ability to self-assess. Results revealed that young children's assessment of their own abilities tends to be quite high; however, as students grow older, their ability to self-assess becomes more accurate. Research also suggests that low-ability children are the least likely to utilize self-evaluation techniques (Ruble & Flett, 1988).

Over time, and with guided practice, students grow increasingly adept at critiquing their own work (McRobbie, 1992).

Literature supports the use of teacher modeling and peer evaluation as sound instructional strategies in the implementation of change. Schunk and Hanson (1984) summarize the research of noted behavioralists Rosenthal, Bandura, and Zimmerman when they state that people can learn new skills from observing others and that individuals who observe others performing a task, are likely to believe that they can perform that task also. "Much of the experience a student gains as a self-assessor comes from teacher-guided activities that model what both the student and teacher hope will become habitual behavior" (Farr, 1994, p. 78).

Emerging issues in assessment suggest the need to change students' attitudes toward grading in order for them to realize the responsibility they have for their own achievement. It is recommended that students be provided with opportunities to analyze their work and to set and attain reasonable and challenging goals in an effort to increase

achievement (Frazier & Paulsen, 1992). Goal setting involves comparing one's present level of performance with some desired performance (Schunk, 1984). Typically, teachers encourage the use of two types of goals. One is a frequently used general type of encouragement, which urges students to do their best without any delineated guidelines. The second type of goal involves setting specific standards which give students more clearly defined goals. Extensive research has found that students who are given specific goals attain superior performance levels (Gaa, 1973).

The literature suggests a positive correlation between self-assessment and goal setting. The more students self-assess, the better they are at setting and attaining realistic goals. At the same time, practice at setting goals increases student motivation and encourages self-evaluation (Owings & Follo, 1992; Schunk, 1984; Piirto, 1987). Research indicated that students who particpated in goal setting had more accurate perceptions of their abilities (Owings & Follo, 1992).

> When individuals are free to establish their own goals, their level of aspiration seems to operate as a type of governing mechanism

> that provides protection against the posssibility of repeated failure on the one hand, and against easy achievement that does not give a feeling of success, on the other. The ability to raise or lower goals relative to performance allows all individuals the opportunity to experience success (Raffini, 1988, p. 15).

In a study done by Owings & Follo (1992), students who were involved in portfolio assessment showed an increased proficiency in recognizing individual strengths and weaknesses. They were also better able to develop reasonable goals for themselves when compared to students who were assessed with traditional methods (Owings & Follo, 1992). Research indicated that goal setting had positive motivational effects on students. Students tended to expend more effort, persist longer at a task, and engage in appropriate activities in an attempt to reach their goal (Schunk, 1984).

Schunk (1984) stated that teachers may initially have to train students in setting challenging and realistic goals. Effective methods suggested for teaching goal setting included teacher modeling and conferencing. Teachers should provide

feedback on student progress toward the attainment of their goals. Feedback can be provided through teacher and student conferences that allow for the establishment of short and long-term goals and also for discussion of goal progress and modification (Schunk, 1984). Some advantages of interviews and conferencing are that they are effective ways to find out more about students' learning and can lead to discoveries about students' perceptions of themselves. Through careful questioning and listening in a conference, students share a sense of when they are doing well and when they are having difficulties. Reflecting on their own learning helps students to become more aware of their own language skills and more attuned to their own progress (Barrs, 1990).

Other strategies for student assessment include the use of teacher observation checklists and anecdotal records, logs and journals, and rubrics to establish guidelines for evaluation. These assessment methods assist the teacher in evaluating students' individual strengths and weaknesses. They also improve the students' ability to monitor personal growth and take more responsibility for their achievement.

Observational record keeping assists teachers in many ways. It documents student behavior over a period of time and in normal contexts. It allows teachers to distinguish patterns of learning, to determine the effects of classroom strategies, and to decide whether those strategies are appropriate to the students' needs. The information provided by these records gives teachers a more detailed description of students' development and progress to facilitate communication and enhance accountability to parents and administrators (Barrs, 1990). Studies (Lamme & Hysmith, 1991) indicate that observational record keeping assisted teachers in observing things that had previously gone unnoticed in the classroom. Checklists were found to expedite data collection when gathering information on all students. Checklists were used in the classroom to monitor students' progress in specific curricular areas.

Research has shown numerous advantages in the use of reflective logs and journals (Burke 1993). Advantages for students include: retention of key ideas, improvement in writing skills, and increased time to process information. Logs

and journals also benefit teachers in determining if confusion exists about curricular information presented to students.

Another key to effective student performance assessment is the careful development and application of proper criteria to use in the evaluation process (Arter & Stiggins, 1992). McRobbie (1992) states that teachers must carefully develop criteria in order to send a clear message to students about the quality of work they are expected to produce. A rubric allows the student to know what is expected on a given task. "A rubric is a set of guidelines for giving scores to student work. The rubric answers the question: What does mastery (and varying degrees of mastery) at this task look like?" (McRobbie, 1992, p. 6). Rubrics are useful to students, teachers, and parents because they make clear to everyone the expectations for high quality work (Winograd, 1994). By knowing what is expected, the students can evaluate themselves while the task is in progress. Students can then take more responsibility for the quality of their work and are better able to predict the final grade that they have earned for that task.

Project Outcomes

The terminal objectives of this problem intervention were related to the discrepancy data presented in Chapter 2. Results of the surveys indicated that students were poor self-assessors and had little experience in goal setting. The probable cause data from the literature indicated a need for alternative forms of assessment and modification of the current instructional methods. The first objective responded to the issue of self-evaluation. Therefore:

> As a result of increased instructional emphasis on self-evaluation, during the period of September, 1994 to January, 1995, the kindergarten, first, and fifth grade students in the targeted classrooms, will exhibit an increased ability to assess their own growth, as measured by a review of portfolios, student surveys, and teacher observation.

In order to accomplish the terminal objective, the following intermediate objectives defined the major strategic procedures proposed for problem resolution.

1) The teachers will administer baseline surveys.
2) A portfolio system that includes student/teacher conferencing will be developed and established.

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3) Instructional strategies will be modified to allow for self-evaluation.

4) Present assessment tools will be revised and modified.

5) The use of reflective logs and response journals will be incorporated.

6) Teachers will re-administer surveys to students to evaluate growth.

The second terminal objective related to the issue of goal setting. Therefore:

> As a result of increased emphasis on goal setting, during the period of September, 1994 to January, 1995, the kindergarten, first, and fifth grade students in the targeted classrooms, will exhibit an increased ability to establish their own learning and behavioral objectives, as measured by review of portfolios, students surveys, and teacher observations.

In order to accomplish this terminal objective, the following intermediate objectives defined the major strategic procedures proposed for problem resolution.

1) Teachers will administer baseline surveys.

2) A portfolio system which includes student/teacher conferencing will be developed and established.

3) Instructional strategies will be modified for setting goals.

4) The use of reflective logs and response journals will be incorporated.

5) Interviews with individual students will be conducted.

Action Plan

The following action plan was designed to implement four major solution components: development of portfolios, modification of instructional strategies, modification and revision of present curricular assessment tools to allow for self assessment, and utilization of reflective logs and response journals. Using the assessment data collected in the fall of 1994, a portfolio system was designed and strategies were discussed to modify curricular material to include self-evaluation and goal setting. The improvements sought as a result of the implementation plan included: increased frequency and accuracy of students' self-evaluation, improved students' attitude and motivation for their own work, and increased ability to set more realistic and challenging goals. The implementation below is in outline form allowing for the overlapping of strategies.

1. Administer baseline surveys

   A. Who: A committee of four teachers will design and administer baseline surveys for parents, teachers, and students.

   B. What: The surveys will include information for probable cause data and possible solution strategies.

   C. When: Surveys were written in the summer of 1994 and were administered for baseline data during the first several weeks of school.

   D. Where: The surveys were administered to the targeted population in the two targeted elementary schools.

   E. How: Student surveys were administered in the classroom. Teacher surveys were administered during faculty meetings at the beginning of the 1994-1995 school year. Parent surveys were sent home during the first week of that school year. When there was less than 70 percent compliance for the parent survey, those parents not responding were sent another survey.

F. Why: The purpose of the baseline surveys was to compile data for probable cause. This included the development of charts/graphs to illustrate the survey results.

2. Develop and establish portfolios.

A. Who: A committee of four teachers designed a portfolio system.

B. What: The committee created and collected the forms for the portfolio system that included conferencing forms, item selection forms, parent letters, proofreading checklists, self-evaluation forms, and goal setting forms.

C. When: The portfolio system was developed prior to the fall of 1994 and implemented during the first semester of the 1994-1995 school year.

D. Where: The portfolio system was implemented in the targeted classrooms of the two elementary schools.

E. How: Initially, the portfolio system was explained to parents and students. A system for collecting materials was devised. A schedule was established for

conferencing with students with an emphasis on self-evaluation and goal setting. Portfolios were shared within the classroom and at parent conferences.

F. Why: Results of the literature search indicated that self-assessment and goal setting are major components of a portfolio system.

3. Modify instructional strategies of present curriculum.

A. Who: The committee of four teachers reviewed the present curriculum and discussed alternative methods of instruction.

B. What: The techniques of teacher and group modeling, guided and independent practice, and individual and group reflection were implemented to encourage self-evaluation and goal setting.

C. When: The modifications of the present instructional strategies were completed prior to the fall of 1994 and implemented during the first semester of the 1994-1995 school year.

D. Where: The modifications of the instructional strategies were implemented in the targeted classrooms of the two elementary schools.

E. How: Using the present curricular materials the sequence of instructional techniques listed above were followed.

F. Why: Literature indicated that these techniques are effective in establishing new patterns of behavior and thus improving the skills of self-assessment and goal setting.

4. Modify and revise present curricular assessment tools to allow for self-assessment and goal setting.

   A. Who: The committee of four teachers reviewed present curricular assessment tools for self-assessment and goal-setting elements.

   B. What: Rubrics, performance assessments, checklists, and self-assessment forms were developed and implemented throughout the curriculum.

   C. When: The modification and the development of assessment tools were completed prior to and during

the fall of 1994, and the resulting assessment tools were implemented during the first semester of the 1994-1995 school year.

D. Where: The new assessment tools were implemented in the targeted classrooms of the two elementary schools.

E. How: Self-evaluation forms were added to the present curricular assessment tools, and performance assessments and rubrics were collected and developed from current educational resources. These were then implemented in the classrooms.

F. Why: Research indicated that alternative forms of asssessment allow for self-evaluation and goal setting. Current assessment tools were found to be ineffective at assessing growth, promoting self-efficacy, and encouraging goal setting.

5. Use of reflective logs and response journals.

A. Who: The committee of four teachers reviewed the use of reflective logs and response journals.

B. What: Materials were collected and prepared for the use of reflective logs and response journals. Procedures were explained to the targeted students. Stem statements were gathered. Journal critiquing techniques involving the teacher, peer groups, and the whole class were reviewed.

C. When: The planning for the implementation of reflective logs and response journals was completed prior to the fall of 1994. The use of reflective logs and response journals was begun during the first semester of the 1994-1995 school year.

D. Where: The use of reflective logs and response journals was implemented in the targeted classsrooms of the two elementary schools.

E. How: The procedures were explained and modeled, and stem statements were used to initiate student journal writing that related to self-evaluation and goal setting. At established intervals, journal entries were critiqued by the teacher, peer groups, or the whole class.

F. Why: The use of reflective logs and response journals has been shown, through research, to increase students' ability to self-evaluate and set realistic goals.

6. Re-administer baseline survey to students.

A. Who: The committee of four teachers re-administered the baseline survey to students in the targeted classrooms.

B. What: The student surveys were re-administered.

C. Where: The surveys were given in the targeted classrooms of the two elementary schools.

D. When: The surveys were re-administered in January of 1995.

E. How: The surveys were re-administered by the teachers in the classroom. Results were compiled and charts and graphs were developed.

F. Why: The student surveys were re-administered to determine if the proposed intervention had increased students' ability to self-evaluate and set goals.

Methods of Assessment

A variety of data collection methods were used to assess the effects of the intervention. Student surveys were re-administered and responses examined to determine changes from prior baseline survey results. An array of forms encouraging student self-evaluation and goal setting were collected throughout the semester and evaluated for student growth in self-assessment skills. Additional data, regarding students' growth in self-assessment, were obtained through reflective logs and response journals, group and individual student interviews, and anecdotal records based on teacher observations. Student portfolios were the primary component in the assessment of the intervention plan. Through these portfolios, students' growth in goal setting and self-reflective skills was carefully monitored.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The objective of this project was to improve student self-evaluation and goal setting through alternative forms of assessment. The implementation of three types of interventions included: the modification of the instructional methods used in the present curricula; the development of a portfolio system of assessment; and the implementation of reflective logs and response journals.

Modification of instructional methods included the use of goal setting and self-evaluation techniques. These were initiated during the first week of school and were maintained throughout the intervention. At the fifth grade level, appropriate and realistic goal setting was modeled and

practiced orally. Written goals were established for five-week intervals and evaluated prior to the new set of goals being written. At the kindergarten and first grade levels, goal setting was established for individual tasks rather than long-range academic or behavioral goals. This was initiated during the first week of school and occurred frequently throughout the intervention. Task-appropriate goals were modeled and practiced in a group setting. Self-evaluation was established using metacognition techniques during the second week of school and were maintained throughout the intervention. Performance assessments were developed and implemented to supplement the present curricular assessment tools when deemed appropriate in various content areas. Rubrics were developed for the performance assessements to present clear instructional goals and to promote self-evaluation. The rubrics emphasized systematic self-assessment throughout the development of the projects until the final products were completed. Performance assessments and rubrics were initiated as modifications to the curriculum by week four of the school year and maintained throughout the intervention. Sample performance assessments and rubrics can be found in

Appendices D through L. Checklists were adapted and used to promote self-evaluation and goal setting throughout the intervention. Sample checklists can found in Appendices M, N, and O.

A portfolio system was developed and established during the first two weeks of school. The portfolio system included forms for self-evaluation and reflection, goal setting, and conferencing. Samples of portfolio forms can be found in Appendices P through KK. Throughout the intervention, items for inclusion in the portfolio were a combination of student and teacher selections. As a part of parent/teacher conferences at the end of the first grading period, students were invited to share, with their parents, the contents of their portfolios. The portfolio system was maintained throughout the intervention. Individual conferencing was scheduled at ten-week intervals.

Reflective logs, learning logs, and response journals were implemented at the fifth grade level during the first week of school and used intermittently throughout the intervention. Sample forms for reflective logs, learnings logs, and response journals can be found in Apprendices LL through OO. At the

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primary level, reflection was done orally upon completion of specific tasks through both individual and group discussion.

Presentation and Analysis of Results

The student survey found in Appendix B was re-administered to the students in the targeted classrooms at the conclusion of the intervention. The results of the initial survey were compared with final results to assess changes in students' perceptions of their abilities to set goals and self-evaluate. In response to the question, "Do you ever set goals for yourself?", the overall percentage of students who responded affirmatively actually decreased from eighty-four percent to seventy-two percent. However, when the responses from the primary students were factored out, ninety-eight percent of the fifth grade students indicated that they do set goals. Only forty-seven percent of the primary students reported that they set goals for themselves. These results can be found in Figure 8.

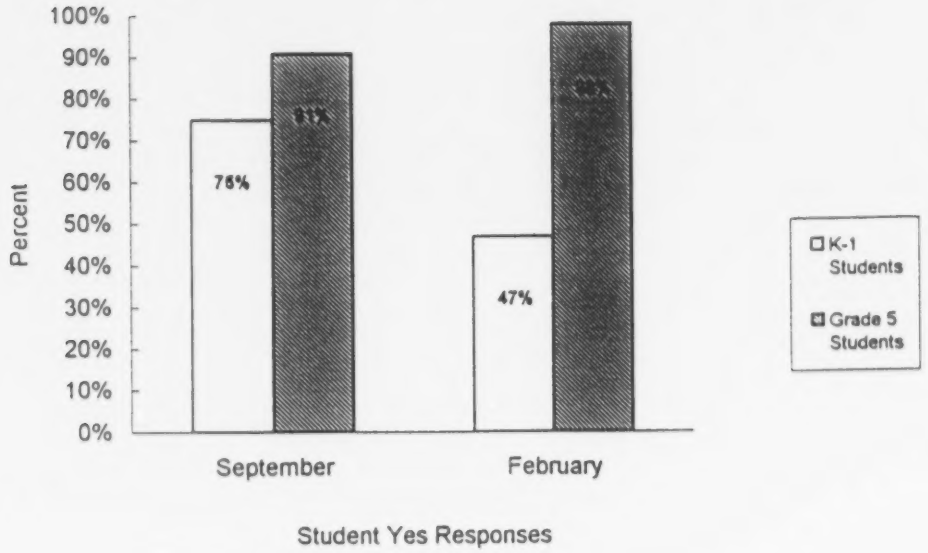

Figure 8

STUDENTS' PERCEPTION OF OWN GOAL SETTING

One possible interpretation of these results is that developmentally, the primary students may be unable either to understand the basic definition or grasp the abstract concept of goal setting. This is indicated by the fact that many of the same primary students who reported that they do not set goals, responded that they do set goals when given the specific examples of improving school work, improving in sports, or improving behavior. Survey results for the entire targeted population indicate a definite increase in the use of goal setting following the intervention, as shown in Figure 9.

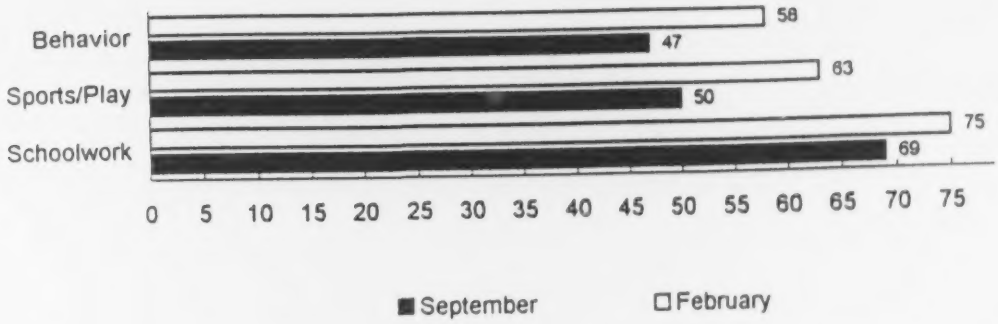

Figure 9

STUDENT'S PERCEPTION OF THEIR OWN GOAL SETTING

Another observation, in comparing the fifth grade students to the primary students, was that the older students were better able to set and achieve long-term goals. This might be attributed to the younger students' inability to adequately conceptualize time. When the fifth grade students were asked to set weekly goals as opposed to the longer-range quarterly goals, even they were better able to set and achieve goals that were more realistic. Goal setting over extended time frames was less successful in varying degrees for students in both age groups.

The researchers found that students needed a great deal of modeling in order to set realistic goals. In their first attempts at setting goals before any intervention, students set goals such as getting straight A's or not missing a day of school. Since the intervention, students seem to realize a plan of action is an integral part of setting realistic goals. As students practiced self-assessing, they began to be able to list areas that they wanted to improve, which naturally led into more appropriate goal setting.

When the student survey as found in Appendix B was re-administered at the conclusion of the intervention, the students reported an increase in the number of times they had been asked to self-assess their work as seen in Figure 10.

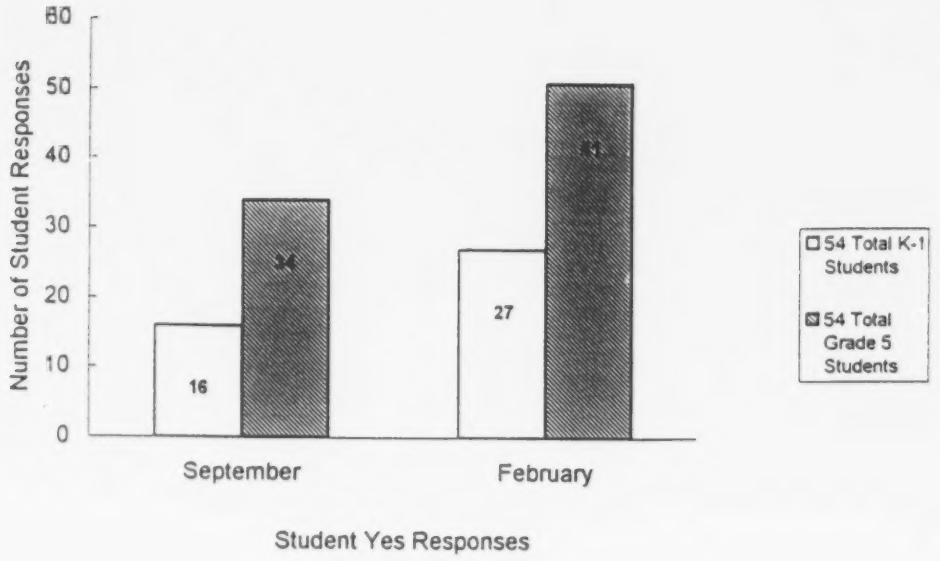

Figure 10

STUDENTS' PERCEPTION OF SELF-ASSESSMENT OPPORTUNITIES

Once again the results showed a marked difference in responses between the primary and fifth grade students. In answer to the question, "Have you ever been asked how well you have done on an assignment before it was graded by the teacher?" ninety-six percent of the fifth grade students responded affirmatively. This was an increase from sixty-four percent on the initial survey. In response to the same question only fifty-one percent of the primary students

answered "Yes" compared with thirty percent on the initial survey. The intervention seemed to influence the students' perception of self-assessing in a positive direction. However, the researchers were puzzled by the continued lack of awareness about the concept of self-assessment on the part of the younger students. At the primary level almost half of the students did not acknowledge that they had often been asked to self-assess even though the researchers incorporated multiple opportunities to self-evaluate their work on a regular basis. Several explanations for these results are possible. Students at this age have difficulty with accurately recalling previous experiences. The question might have been stated at a higher level than they could comprehend. Another possibility could be that the students did not connect the wording of the question with the day-to-day classroom intervention activities. Clearly the students are far more aware of self-assessment following the intervention although their skills at self-evaluation continue to require further practice.

Several other findings related to self-assessment were noted by the researchers. It was observed that the students with high academic ability were better able to self-assess. Those with high academic ability also seemed far more critical of themselves than lower achieving students when self-evaluating their work. This was noted from the beginning of the intervention and was apparent at both the primary and fifth grade levels. A relationship between students' level of maturity and ability to self-assess was also observed by the researchers at both grade levels. This was especially apparent during one-on-one conferencing with students. Another finding noted by the researchers was that students were often better able to evaluate someone else's work than their own. This seems logical since a student's self-worth would be much less threatened when evaluating others. Also, it is easier to be more objective when evaluating someone else's work. Lastly, the fifth grade students tended to base their perceptions of their strengths and weaknesses on previous report card grades. This was not true for the primary students, who perceived their strengths and weaknesses in terms of non-academic criteria, such as physical ability and

social skills. The primary students had little or no previous experience with letter grades due to the grading system in use at that level at the intervention sites. A probability exists that after multiple years of exposure to academic letter grades students relate their abilities to their grades.

Researchers attempted to increase self-assessment by modifiying teaching strategies through the use of rubrics. One of the benefits noted by the researchers was that when students were given a rubric at the introduction of an assignment, they had a clearer understanding of the assignment and of the teacher expectations. Thus, they were better able to critique their work throughout the assignment prior to it being graded by someone else. Even low-achieving students were able to perform better on assignments and to remain task-oriented when given a rubric. The grade distribution did not follow a normal bell curve when rubrics were incorporated. The distribution became skewed for success with the majority of the students earning A's or B's on their projects. One of the drawbacks that the researchers found in the use of rubrics was that they tended to limit students' creativity and additional effort. Students tended to

do only what was required on the rubric and nothing more. On later rubrics, compensation for this limitation was made by adjusting the scoring to include points for extra information or effort. Another drawback to this modification of the curriculum was that it required extensive preparation on the part of the instructor. However, the researchers found rubrics to be an invaluable tool to ensure success not only for the student but for the teacher as well. By setting up the criteria prior to instruction, the teacher's goals are made much clearer and grading becomes less subjective. Also, the global and analytical students' needs are better met when the students are presented with the whole project clearly outlined including the criteria for assessment. The researchers found that the students referred to the rubric throughout the assignment to monitor their own progress and, therefore, were better able to self-evaluate their work.

At the end of the intervention, survey results indicated that students took more responsibility for assessing their own work as shown in Figure 11.

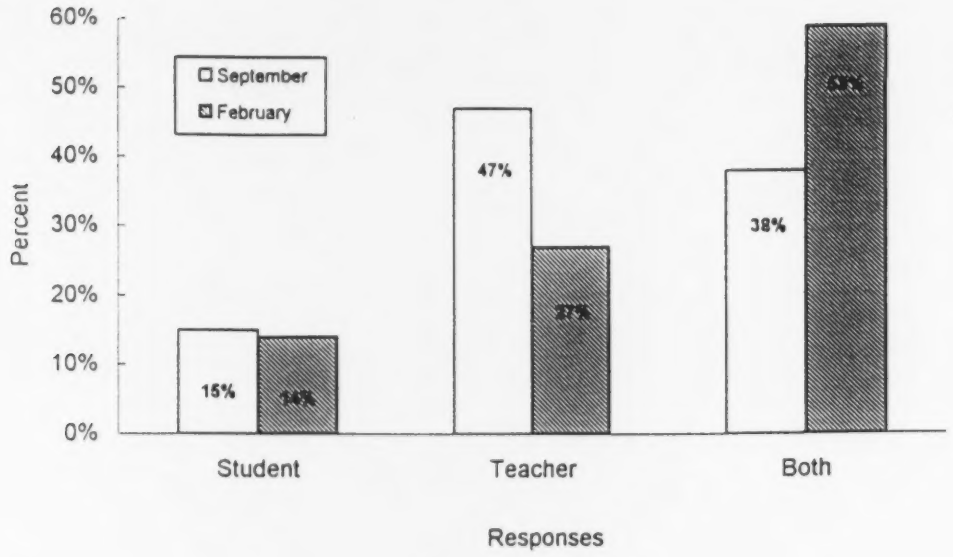

Figure 11

STUDENTS' PERCEPTION OF WHO SHOULD GRADE THEIR WORK

In the survey as found in Appendix B, students were asked, "Who should decide how well you have done on an assignment or project?" and were given the choices of "Student", "Teacher", or "Both". A decrease in dependence on the teacher for grading was noted after the intervention. It appears evident from the increased student responses that many more of the students in the targeted classrooms now perceive a joint responsibility for assessing the quality of their work. Their ownership in the assessment process shows marked improvement and opens an avenue for better student/teacher communication. Of those who responded

"Both", the comments from students included "Because you both have different ideas so you both would work together and the person could do better" and "They both should decide because the teacher has to grade it and it's your work." These perceptions illustrate the growth of self-evaluation skills in the targeted students after intervention.

Another tool to measure growth of the students was the portfolio system developed by the researchers. One major advantage of using the portfolio system was the sequential compilation of material which allowed both teachers and students to observe concrete growth. Self-evaluation was enhanced in the conferencing process when the student's portfolio was used as a tool for reflection. Students could clearly compare previous work and note areas that needed improvement. This was also helpful for goal setting. At the end of the intervention, a survey was administered to the fifth grade students. The survey can be found in Appendix PP. The fifth grade students were asked to respond to the statement "I can judge the quality of my own work better now than at the beginning of the year." The students overwhelmingly responded "Yes" as shown in Figure 12.

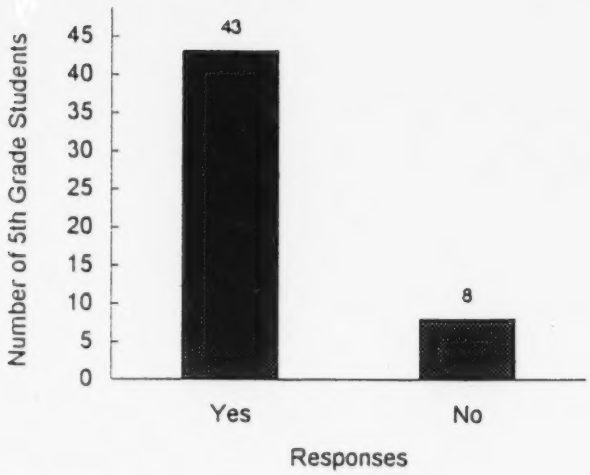

Figure 12

STUDENT'S PERCEPTION OF JUDGING QUALITY OF OWN WORK FOLLOWING INTERVENTION

This suggests that the intervention techniques were successful in increasing self-evaluation for the targeted population.

A disadvantage of the portfolio system found by the researchers was the inordinate amount of time necessary to conference with individual students during class time. At the primary level, assessment of academic skills required individual conferencing which placed a further demand on instructional time. It was found that students did not have the necessary skills to work independently for extended

periods of time while conferencing took place. While everyone was fresh and attitudes were good, conferencing initially seemed to go well, but as the days progressed group cooperation deteriorated. Even though students anticipated and seemed to benefit from individual conferences, much group instructional time was lost in the conferencing process.

While conferencing is one way of gathering information from students, an alternative method found to be useful at the fifth grade level was response journals and learning logs. Response journals and learning logs were especially valuable when immediate feedback was warranted. If a lesson went poorly, a written reflection of what happened and what went wrong seemed to focus the students' interest away from negative feelings and toward a positive solution as to what they could do differently in the future. In a difficult unit, learning logs summarizing the lesson's key ideas kept the students focused on what they needed to know. In reflecting about the use of learning logs, students felt they were beneficial for completing homework assignments as well as for reviewing for unit tests. Forms for the learning logs and the

reflections can be found in Appendix LL. Students' perceptions were supported by improved test results, as noted by the researchers. This reflective method is not necessary with every lesson, but this technique was found to be highly effective when used by the instructor either spontaneously, as difficulties surfaced, or on a short-term basis, when covering challenging material.

Conclusions and Recommendations

Based on the presentation and analysis of the data, the students showed a marked improvement in their ability to evaluate their own growth and set goals for learning when assessment methods were modified. The use of portfolios, rubrics, learning logs, and response journals has transferred the responsibility for evaluation away from the instructor alone into a cooperative endeavor between student and teacher. Although primary students had more difficulty evaluating their own strengths and weaknesses as well as setting realistic goals, both groups improved and benefitted from the intervention.

Self-evaluation is a learned skill as well as an ongoing developmental process. Mastery of this skill may require a certain level of student maturation over which a teacher has limited control. Obviously, a four-month intervention may not have been long enough to significantly alter students' ability to assess their own growth and set goals for learning. The researchers did observe improvement in these skills in that limited time frame, but would recommend a more long-term analysis of these intervention techniques. Another recommendation by the researchers would be to attempt a school-wide implementation of the use of alternative methods of assessment to evaluate their impact on students' abilities to self-evaluate and set goals. The continuity and practice of these skills over a long period of time is felt to be necessary for the attainment of mastery.

Researchers cannot help but believe that letters grades may be detrimental to the process of self-assessment and goal setting. Data collected indicated that students exposed to letter grades tended to base their strengths and weaknesses

on those previous grades. A possiblity exists that without a letter-graded system students might take more resposibility for evaluation and develop a better sense of objectivity about their own academic capabilities.

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APPENDICES

Appendix A

TEACHER SURVEY

1. I feel students take time to evaluate their work upon completion.

   Frequently Sometimes Seldom Not at all

   Explain: _____

   _____

2. My students are able to identify their own strengths and weaknesses.

   Strongly Disagree Disagree Agree Strongly Agree

   Explain: _____

   _____

3. How well do you feel students can measure their own growth using present forms of assessment?

   Poorly Some of the time Very well

   Explain: _____

   _____

4. My students can accurately predict how well they performed on a given assignment.

   Not at all Somewhat Frequently

   Explain: _____

   _____

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5. Have you received any training in the use and practice of student self-assessment?

Yes No

Explain _____

_____

6. I see a value in student self-assessment.

Very Valuable | Somewhat Valuable | Of little Value

Explain _____

_____

7. Textbooks and tests in current use provide suggestions or materials for student self-assessment.

Yes No

Explain _____

_____

8. Do you ever ask your students to set goals for themselves?

Yes No

Explain _____

_____

9 Rank the type of testing used in your classroom. Rank 1, 2, or 3 with 1 being the one being used most frequently

_____ Test provided by textbook publisher

_____ Teacher-made tests

_____ Rubrics

Explain _____

_____

Appendix B

Student Questionaire

1. Have you ever been asked how well you did on your work before you gave it to your teacher?

   Yes No

   Explain:

2. Who should decide how well you have done on a school paper or picture?

   You Your Teacher Both

3. What is most important in your mind while you're working on a school paper?

   _____ getting it done
   _____ doing my best work
   _____ am I doing it right?
   _____ neatness (how carefully am I writing or coloring or cutting)

   (Rank 1, 2, or 3, 1 being most important.)

4. Do you ever set goals for yourself?

   Yes No

   Do you ever say or think, "I will do something better next time..."?

   _____ in my schoolwork
   _____ in how I behave
   _____ in how I play

Appendix C

PARENT SURVEY

1. My child shares with me what was done in school.

   Frequently Occasionally Seldom Not at all

2. My child can accurately predict how he/she has done on a test, project, or activity before it is evaluated by the teacher.

   Very well Fairly well Poorly

3. My child checks his/her homework over when completed.

   Routinely Occasionally Never

4. My child asks for help when he/she needs it to complete a task.

   Usually Sometimes Rarely

Appendix D

WESTWARD HO!!

Develop a plan to move to the West. You live in Virginia and want to travel to and relocate in the West in 1848.

This project should be written in the form of a paper with correct paragraphs. You may use your Social Studies book or any other reference source that you think will be helpful in completing this project.

To help you get started these are some questions that should be answered in the paper:

1. Why did you want to go West at this time?

2. Describe the route you took and why. See attached maps.

3. Where did you decide to settle and why?

4. What means of transportation did you use to get there and why?

5. What are some things you need to take with you for the trip and tell why those things are needed? See supply list attached.

6. You must choose one of the following problems to include in your paper and tell how you solved it:

   a. Wagon wheel broke
   b. Wagon got stuck in the mud during a rainstorm
   c. A member of your group was bitten by a rattlesnake
   d. Indians attacked
   e. A member of your group broke his leg

See other side for grading information.

Things you will be graded on.

1. _____ Visual Plan - fishbone - 5 pts.

2. _____ Introduction - 5 pts.

3. _____ Supporting details - 30 pts.

   a. 5 pts. Why going west at this time
   b. 5 pts. Description of route taken & why
   c. 5 pts. Where decided to settle & why
   d. 5 pts. What means of Trans. chosen & why
   e. 5 pts. Supply list-some items mentioned in paper and why those things were important
   f. 5 pts. Problem and how you dealt with it

4. _____ Conclusion - 5 pts.

5. _____ Rough Draft - 5 pts.

6. _____ Conference to proofread with parent, teacher, or student Signature necessary - 10 pts. _____

7. _____ Sentence and paragraph structure - 5 pts.
   Each fragment or run-on sentence - minus 1 pt.

8. _____ Spelling - 0-5 errors - 5 pts.; 6-10 errors - 3 pts.; 11-15 errors - 1 pt.

9. _____ Map - 15 pts.
   a. Route clearly indicated - 5 pts.
   b. Cities or forts on route clearly indicated - 5 pts.
   c. Map contains a key - 5 pts.

10. ____ Final Draft - 2 pages - 15 pts.
   a. All 6 problems covered in paper - 5 pts.
   b. #1-9 in rubric covered - 5 pts.
   c. Work done in a legible and organized manner - 5 pts.

_____ TOTAL POINTS

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NAME_____

ESTABLISHING A COLONY WORKSHEET

_____ 1. Indicate first of all if you are settling a New England, Middle, or Southern Colony. 5 points

_____2. List all reasons why you located your colony where you did. 10 points

_____3. Name your colony. Use your imagination. 5 points

_____4. Why did you come to North America? 5 points

_____5. Where did you come from? 5 points

_____6. What crops will you grow in your colony? 5 points

_____7. How did you deal with problems you had with Indians? 5 points

_____8. What buildings do you plan to have in your settlement?
5 points

_____9. Who is your leader and why did you choose him/her?
5 points

_____10. Draw a more detailed map of your colony once you have made all of your decisions.

_____11. EXTRA CREDIT --design a flag for your colony. 10 points.

_____ TOTAL SCORE & GRADE

Appendix F

RUBRIC FOR REVOLUTIONARY WAR BOOK

	1	3	5**	
Table of Contents	Incomplete Table of Contents	Set up in sequence includes only some of the chapters	Set up in sequence - all chapters	_____
Causes of War	1 - 2 causes of the war	3 - 4 causes of the war	5-6 causes of the war	_____
Important People	Contains only partial outline Many errors *SEE CRITERIA ON	Contains most of the outline, with only few errors ATTACHED INSTRUCTION	Contains all areas of outline-few erro SHEET	_____
Other Important People	Contains less than six people	Contains at least 6-7 people	Contains 8-10 of the people	_____
Colony Report	Contains 2-3 facts	Contains at least 4-7 facts	Contains 8-10 facts	_____
Important Event Research	Contains no info. about date *SEE CRITERIA ON	Contains Correct information but does not answer 5 questions ATTACHED INSTRUCTION	Contains correct info to all 5 questions SHEET	_____
Important Battles	Contains only some of battles & who won	Contains most of battles & who won	Contains all battle & who won	_____
Results of War	No results of war	One result of the War	2-3 results of the war	_____
Illustrations	Should be neater No Color 1-2 illustrations	Neatness could be improved Could include more color 3-4 illustrations	Neatly done Very Colorful 5-6 illustra.	_____
Glossary	0-9 of the words	10-12 words with correct def.	13-14 words with correct def.	_____
SEE BACK FOR SCORING		TOTAL POINTS		_____

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SCORING

A = 50-45
B = 44-40
C = 39-32
D = 31-28
Less than 28 = Does not meet expectations
**Extra points can be given for work above and beyond stated criteria

COLONY SIGN-UP Date Due _____

You will work in your groups and select a colony that you would like to research and report on.

Once a colony has been selected, put a star sticker in the square in front of the colony's name on the Colony Sign-up sheet, to show that a colony has been taken. Then, write the name of your group on the lines after the colony's name.

Groups are to present reports to the class that explain their colony's participation in the Revoluntionary War, as well as other noteworthy events that took place in the colony during that time.

IMPORTANT PERSON REPORT Date Due _____

Your groups will research and report on one of the famous people of this time period. You may use your Social Studies book, an encyclopedia, and other books found in the library.

Use this as an outline to organize your material.

I. Early life with an introduction
II. Role played in the Revolutionary War time period
III. Later life
IV. Interesting facts
V. Conclusion

IMPORTANT EVENT Date Due _____

Your group will choose an important event card. You are to research the date and determine what special event of the Revolutionary War took place on that date. Complete a written summary of the event that will be nearly copied onto the Important Event! form.

You should include as much of the Who, What, Why, Where, When, and How of the event as you can.

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Rubric. Due Date: Name:

Did you answer all five question?	1 2 3 4 5
Added extra information	1 2 3
Wrote complete sentences with correct use of capitals and periods	5
Wrote mostly complete sentences with one or two errors in punctuation	3
Wrote phrases with few capitals and punctuation marks.	1
Wrote neatly with good spacing and proper letter size and shape	5
Wrote with some letters being hard to read, but generally the paper looks good	3
Wrote carelessly, with lots of erasing and ~~an~~ difficult to read	1

Included artwork related to career	1 little effort	3 nice job	5 really great effort!
Presented to class	1	3	5

possible 28 points
____ score

23-28 = A Excellent, Super Effort
20-22 = B Very good
15-19 = C Good
0-14 = Not Yet

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Prompt for an Addition Problem

Name: _____ Date: _____

Look at the problem below.

$$3 + 2 = 5$$

Now make up a story to go with that problem.

Draw a picture to go with your story.

Practice telling your story to your partner.

Be ready to tell your story to the teacher.

If you have time, make up another addition problem and draw a picture for it too in the second box.

3 + 2 = 5

_ + _ = _

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Name: _____

Animal: _____

Science - Animal Report

Rubric

1. Answered all five questions 1 · 2 · 3 · 4 · 5

2. Added extra information 1 · 2 · 3 · 4 · 5

3. Used capitals and punctuation marks 1 · 2 · 3 · 4 · 5

4. Wrote neatly
   1 somewhat · 2 nice · 3 beautiful

5. Included artwork
   1 little effort · 2 nice job · 3 really work hard

6. presentation to class ___
   1 slow reading - could not recognize the words · 2 better reading - some mistakes · 4 read smoothly with good expression

16 - 20 = A excellent job!
11 - 15 = B above average
6 - 10 = C average
0 - 5 = not yet

___ total points
___ grade
___ incomplete

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Egg + Chick Book

Name: _____

1. Title	0 - 1 pt.
2. Pictures in order	1 - 2 - 3 - 4 - 5 - 6
3. A sentence on each page	1 - 2 - 3 - 4 - 5 - 6
4. Capitals and periods	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 9 - 10 - 11 - 12
5. Complete sentences (naming part + action part)	1 - 2 - 3 - 4 - 5 - 6
6. Use the words first, next, then, last	1 - 2 - 3 - 4
7. neatness	1 - 2 - 3 - 4 - 5
8. Extra writing	1 - 2 - 3 - 4 - 5
9. Read orally to class	1 - 2 - 3 - 4 - 5

40 - 50 points = A
30 - 39 points = B
20 - 29 points = C
0 - 19 - not yet

Due Date:

Appendix K

MANIAC MAGEE GAME EVALUATON

3 points--Attractive Game Board _____

2 points--Looks Okay _____

1 point--Not Neatly Done _____

3 points--Very Clear Directions _____

2 points--Directions Are Okay _____

1 point--Directions Not Clearly Understood _____

3 points--Includes Many Important Places in Book _____

2 points--Includes Some Important Places in Book _____

1 point--Very Few Places From Book _____

1 point--I liked the game _____

TOTAL _____

SCORING:

9-10 points	A
7-8 points	B
5-6 points	C
3-4 points	D
Less than 3	F

Appendix L

NAME:_____ DATE:_____

TOPIC:_____

Check one type of assessment:

Self Group Teacher

1. Criterion: Projection of Voices

1----------2----------3----------4----------5

Smattering of Applause | Round of Applause | Standing Ovation

2. Criterion: Use of Expression

1----------2----------3----------4----------5

Smattering of Applause | Round of Applause | Standing Ovation

3. Criterion: Meets story requirements

1----------2----------3----------4----------5

Smattering of Applause | Round of Applause | Standing Ovation

4. Criterion: Each group member participates

1----------2----------3----------4----------5

Smattering of Applause | Round of Applause | Standing Ovation

Comments:

SCORING:

17-20 pts	A
13-16 pts	B
9-12 pts	C
6-8 pts.	D
0-6 pts.	Not Yet

READING CHECKLIST

Name _____ Month/Comments

Able to sit and read/listen to a book
Able to identify front of book
Knows where to start
Print is right way up
Reads left to right
Relates print to pictures
Knows print contains meaning
Selects reading as a choice
Recognizes name in limited/many contexts
Can identify a word
Can identify a letter
Voice/print matching
Can identify similarities
Can identify some sight words
Self-corrects
Able to select appropriate reading material

INSTRUCTIONAL STRATEGIES/COMMENTS

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Schlosser, Kristen & Phillips, Vicki. Beginning in whole language - A practical guide. Scholastic, Inc. 1991.

WRITING CHECKLIST

Name _____ Month/Comments

Uses writing spontaneously
Uses writing as a choice
Uses written resources
Writes first/last name
Pre-letter writing
Writes letters
Uses invented spelling
Uses beginning consonants
Uses final consonants
Uses vowels
Uses some known words
Writes from left to right
Knows letter names and sounds
Uses spaces between words
Capital letters
Period
Question mark
Number of sentences in writing
Able to select topic
Varies topic
Sequences ideas in writing

INSTRUCTIONAL STRATEGIES/COMMENTS

_____

_____

_____

_____

_____

_____

_____

Schlosser, Kristen & Phillips, Vicki. Beginning in whole language - A practical guide. Scholastic, Inc. 1991.

My Writing

How do you write? Put a check next to the things you can do now. Write a **G** next to your writing goals.

_____ I know how to plan before I write.

_____ I am usually clear about the main idea of my piece.

_____ I can support my main ideas with ideas and details.

_____ I can write a good topic sentence.

_____ I can support my topic sentences with supporting sentences.

_____ I can write many different types of sentences.

_____ I can write complete sentences.

_____ I know how to revise after I write.

_____ I can work with partners to help me revise and edit my work.

_____ I can write my opinions and give reasons for them.

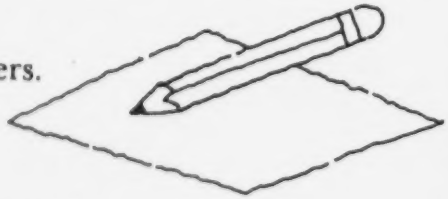
_____ I can write clear directions.

_____ I can write nonfiction that uses facts in an interesting way.

_____ I can make up good stories.

_____ I can figure out a plot.

_____ I can make up interesting characters.



_____ I can use dialogue in my stories.

_____ I can use interesting, vivid, precise words.

_____ I can proofread my work to correct spelling, capitalization, and punctuation.

Kranz, Rachel. Portfolio assessment across the curriculum.

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ON YOUR OWN

SELF-ASSESSMENT

Name: _____

Date: _____

Topic: _____

1. _____

2. _____

3. _____

_____

_____

_____

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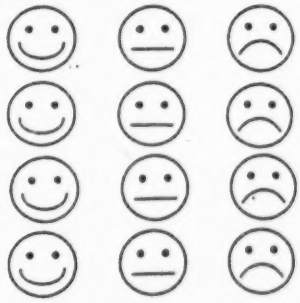
Appendix Q

ART -- SELF-EVALUATION

Name:

Kaleidoscope:

Grade_____



How did I follow directions?

Is design symmetrical?

Did I alternate the colors correctly?

Did I color neatly within the lines in marker?

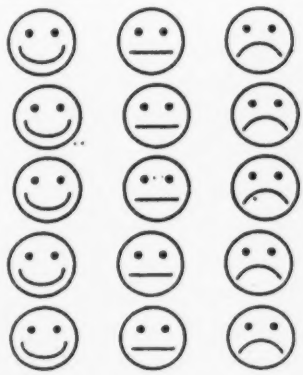
Strengths:

Weaknesses: (How might I improve?)

How does mine look against the others in the class?

Magazine Strip Montage:

Grade_____



Neatness of cutting? Gluing?

Spacing of strips?

Straight construction paper border around strips?

Does magazine picture line up?

Did I use contrasting colors?

Strengths:

Weaknesses: (How might I improve?)

How does mine rank with the others in the class:

RATING SCALE FOR LEARNERS

Name_____ Date_____ Team____

Rate how you are as a student
Circle one number for items 1 to 7. Write answers for 8 to 11. Think about how you are for the whole day. Be honest!

	Could improve		Okay		Great
1. I get my homework done and turned in on time.	1	2	3	4	5
2. I try hard in class.	1	2	3	4	5
3. I raise my hand and participate in class.	1	2	3	4	5
4. I pay attention in class.	1	2	3	4	5
5. My behavior in class (is) _____	1	2	3	4	5
6. I use time wisely in class.	1	2	3	4	5
7. I ask questions when I don't understand something.	1	2	3	4	5

8. My best class is _____ because_____
_____
_____

9. My worst/hardest class is _____ because_____
_____
_____

10. My plan to be an even better student is to _____
_____
_____

11. One thing I want my teachers/parent to know is_____
_____
_____

My score:_____

Reflection on Subjects

In portfolio assessment, children are often asked to reflect on their work. Even kindergartners can reflect by coloring or circling the happy faces on this form. As they begin to write more, they can write comments underneath or dictate their responses. Let them choose some papers to reflect on. Staple this form onto their papers.

Reflection

Name _____ Date _____

This is how I feel about this paper.

I am really proud of _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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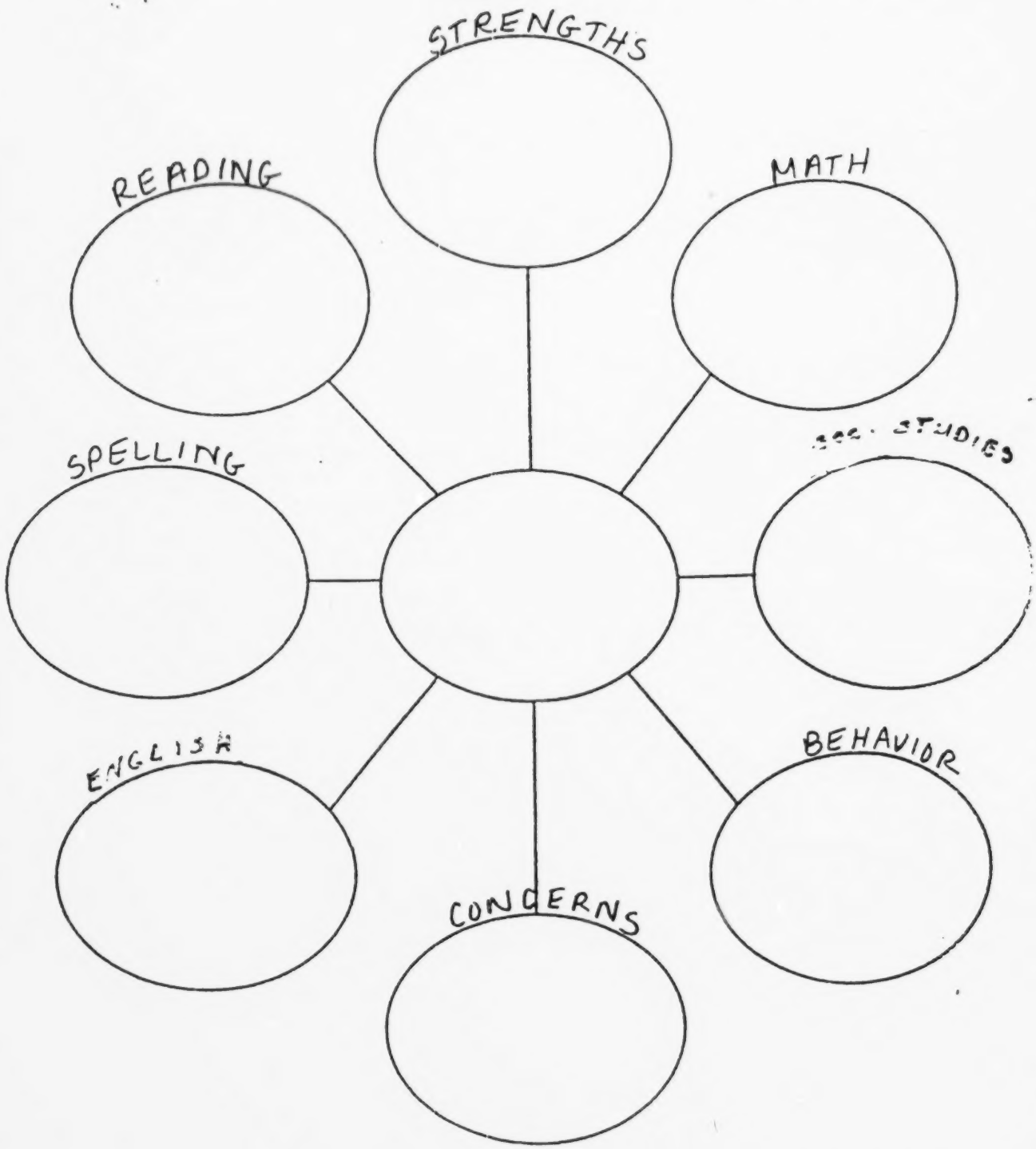
STRENGTHS
READING
MATH
SPELLING
SOC. STUDIES
ENGLISH
BEHAVIOR
CONCERNS

NAMES_____

EVALUATION SHEET

1 WHAT DID YOU ENJOY ABOUT THIS PROJECT?

2 WHAT WAS DIFFICULT ABOUT THIS PROJECT?

3. NAME 2 THINGS YOU DID WELL.

4. WHAT COULD YOU HAVE DONE BETTER?

5. WHAT GRADE DO YOU THINK YOU DESERVE?

Reflections on Spelling

Name _____ Date _____

This is how I feel about my progress in spelling:

I have learned to spell many words the way they are spelled in books.
Here are some words I can spell:

_____ _____ _____

_____ _____ _____

_____ _____ _____

When I don't know how to spell a word, I can

_____

_____

It is fun to be able to spell because

_____

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#504 Portfolios and Other ...

Jasmine, Julia. Portfolios and other assessments.

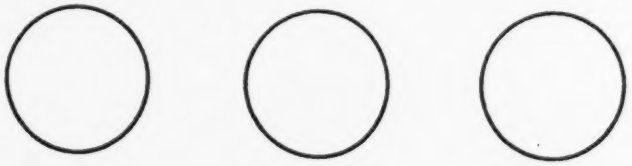
Reflections on Reading

Name _____ Date _____

At the beginning of the year, I was reading _____

Now I am reading _____

This is how I feel about my progress in reading:



I am really proud of _____

_____

_____

_____

The next book I plan to read is _____

_____

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Jasmine, Julia. Portfolios and other assessments.

Reflections on Writing

Name _____ Date _____

When I look back at the work I have done, I feel

I have gotten better in writing sentences.

using capitals and periods.

spelling.

telling a story.

telling my ideas about something.

I am really proud of

_____

_____

Next time I write I will

_____

_____

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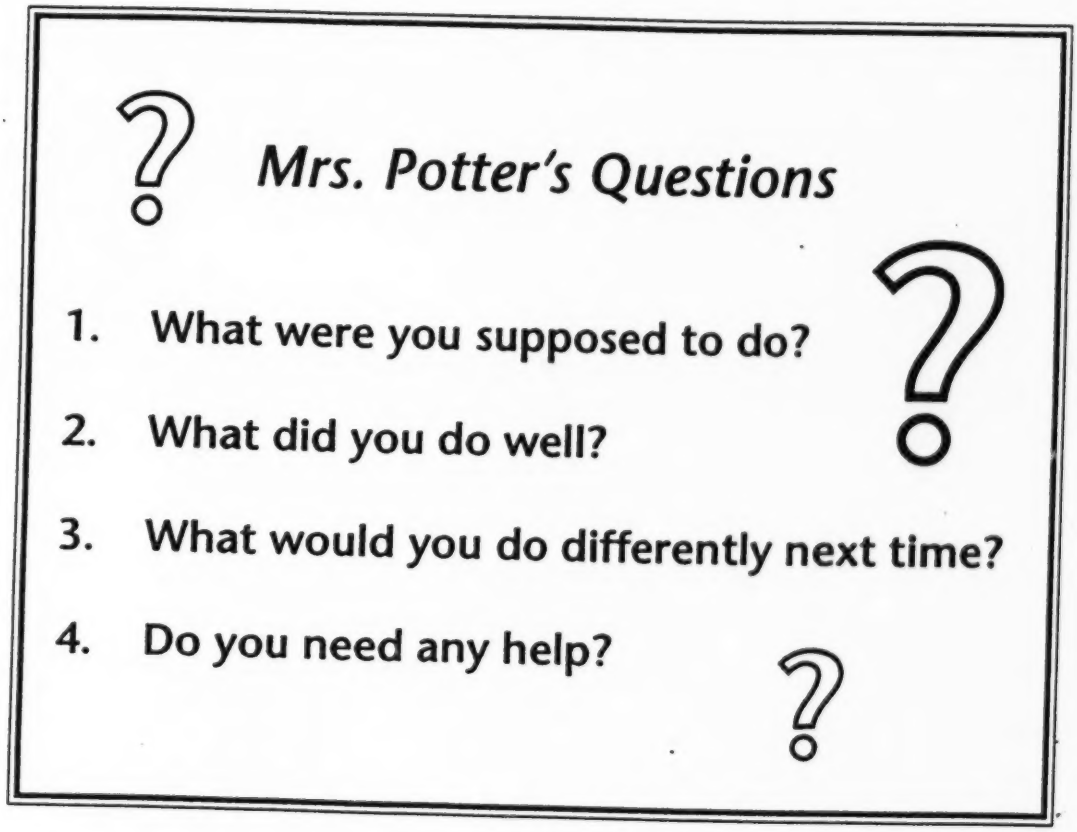
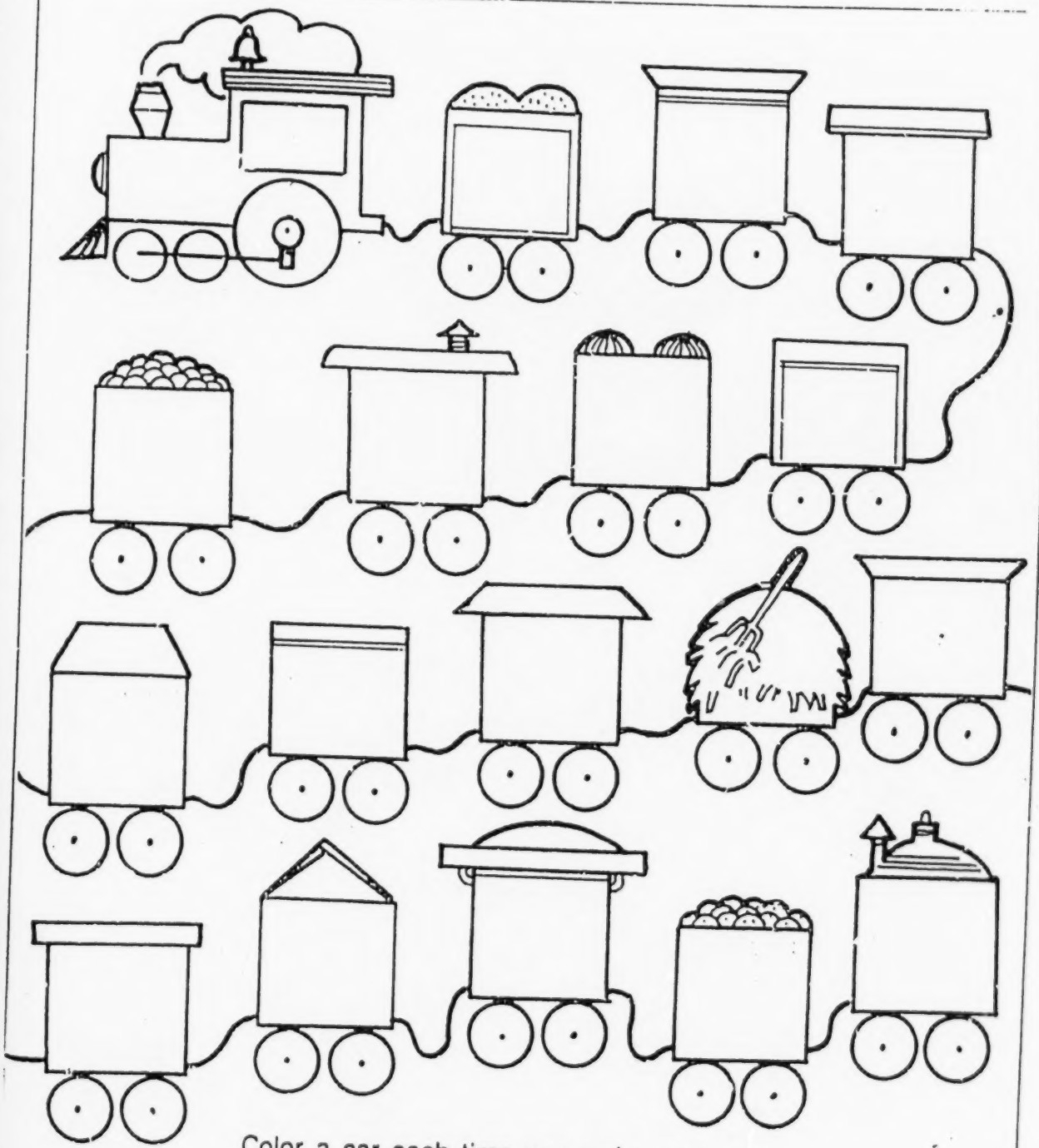
Jasmine, Julia. Portfolios and other assessments.


Mrs. Potter's Questions
1. What were you supposed to do?
2. What did you do well?
3. What would you do differently next time?
4. Do you need any help?

M26

Name _____ Date _____

I think I can _____



Color a car each time you make your goal.

I Thought I Could!

Permission to Reprint for Classroom Use.
© 1989 by Michele Borba

Esteem Builders, Jalmar Press
Rolling Hills Estates, CA

Name_____ **Date** _____

My goal is to...	*So I need to...*

Teacher's comments:

Farr, R & Tone, B. Portfolio and performance assessment.

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Appendix BB

How We're Doing

Name of Student _____

Teacher's Name _____

Date of this report _____

STRENGTHS	Teacher's Comments:	Student's Comments:

SHOULD WORK ON	Teacher's Comments:	Student's Comments:

Farr, R. & Tone, B. Portfolio and performance assessment.

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GOAL SHEET

Name _____ Date _____

GOAL: _____

PLAN TO ACHIEVE THAT GOAL: _____

_____

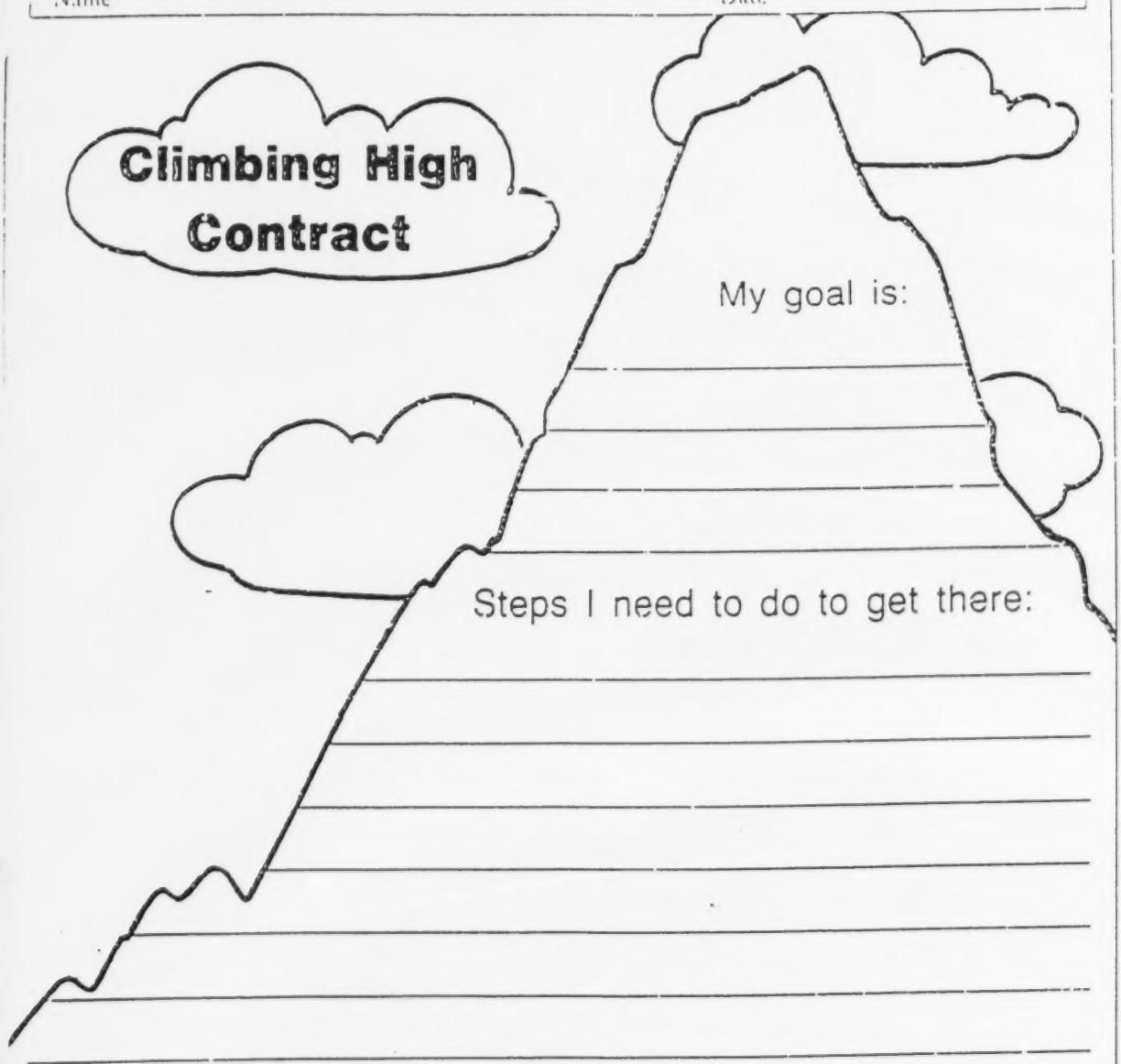
_____

HOW DID I DO? _____

_____

_____

Name Date



My goal is:

Steps I need to do to get there:

Who or what I need to help me:

I will try to make my goal by Date

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Esteem Builders, Jalmar Press
Rolling Hills Estates, CA

My Best Piece:

In My _____ Portfolio

Name _____ **Date** _____

Title of Piece _____

I chose this piece for my portfolio because

_____

_____

_____

_____

_____

My favorite part of this piece is

_____

_____

_____

_____

_____

This piece shows that I can

_____

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NAME_____ PIECE SELECTED_____

DATE_____

REFLECTION SHEET

QUESTIONS TO BE ANSWERED FOR REFLECTION ON PORTFOLIO AND PIECE SELECTED:

1. How would you describe your progress?

2. What do you need help on?

3. Name strengths of this piece.

4. How could you have improved this?

5. How will you judge your work?

Guidelines for Portfolio Partner

1. Look closely at your partner's work sample.

2. Write your name and today's date on the top of an index card.

3. Write sentences that answer these questions:

   A. What do you think the sample shows your partner can do?

   B. What do you think your partner did well?

   C. What do you think your partner learned?

Clemmons, J. et, al. Portfolios in the classroom. Scholastic. 1993.

Portfolio Conference Evaluation

Name _____ Date _____

Student Comments

Goals Reading Writing

Teacher Comments

Clemmons, J. et, al. Portfolios in the classroom. Scholastic, Inc. 1993.

Summary Statement

Statement Number _____ | Period: from _____ to _____

Student:_____ Teacher:_____

Amount of Work Produced	Progress Shown
Attitudes and Interests	**Evidence of Self-asssessment**

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Appendix JJ

Portfolio Conference Record

Name _____ Date _____ Grading Period _____

Student Evaluation

What goals did you set for yourself?

Reading _____

_____

Writing _____

_____

Other _____

_____

How do you believe you have met your goals?

Reading _____

_____

Writing _____

_____

Other _____

_____

How can you use what you have learned to improve your reading and writing skills in all areas?

_____

_____

_____

New goals for next period

Reading _____

_____

Writing _____

_____

Other _____

_____

Teacher Evaluation

Comments on student's goals and performance

Reading _____

_____

Writing _____

_____

Other _____

_____

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Appendix KK

PARENT RESPONSE FORM

Name of student:_____Date:_____

Please answer the following questions:

What part of the portfolio did you like best?_____

_____

What is you opinion of how this portfolio reflects you child's progress?_____

_____

How does this portfolio improve your understanding of your child's progress in school?_____

_____

Please describe any differences between what the report card tells you and what the portfolio tells you_____

_____

Do you have any questions about anything in the portfolio?_____

_____

I have reviewed the portfolio and am returning it with this form.

_____
parent signature

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REFLECTIVE LESSON LOG

Name:_____

Subject_____Topic_____Date_____

Key ideas from this discussion:

Connections I can make with other ideas:

Questions I still have:

==========

Subject_____Topic_____Date_____

Key ideas from this discussion:

Connections I can make with other ideas:

Questions I still have:

==========

Subject_____Topic_____Date_____

Key ideas from this discussion:

Connections I can make with other ideas:

Questions I still have:

EVALUATION FOR WRITING IN THE MATH LEARNING LOG

1. The student can explain what was learned.

2. The student uses math vocabulary when writing.

3. The student can write about what was still confusing about the lesson.

4. The student can write in complete sentences.

5. The student uses correct punctuation and capital letters.

6. The student could find good connections to link the lessons each time.

MATH LEARNING LOGS

1. What were you supposed to do each day in the learning log?

2. How well do you think you did?

3. What do you think you did well?

4. What would you do differently next time?

NAME _____

Appendix MM

Journal

Monday Goal for the Week

Tuesday DOL

Wednesday Journal

Thursday Math Problem

Friday Sound Off!

Journal Critique Steps

Step #1 Read journal entry

Step #2 Write a response paragraph or note.

Include the following:

Is the entry Believable? Why? or Why not?

Is the entry Accurate? Why? or Why not?

Is the entry Complete? Why? or Why not?

My impression is ....

Appendix 00

Peer Evaluation Form

Reader's Name _____ Date: _____

Author's Name _____

Title of Piece _____

This piece of writing was

It made me feel

The part I liked best was

I think this person learned

Next time the author might want to work on

WRITING PORTFOLIO

1. We have written many things this year so far. I think my writing is

ABOUT THE SAME | HAS IMPROVED TO SOME EXTENT | HAS IMPROVED A LOT

2. Some things I do better in my writing are (please mention as many as apply)

_____

3. The piece of writing that I think I did my best on is _____

_____

4. The piece I think was the most fun was _____

_____

5. I still need to _____

_____

6. Of the goals I've set this year I have met _____ of them.

7. I can judge the quality of my own work better now than at the beginning of the year.

YES NO

If yes, why?_____

_____